

Missouri Assessment Program

Grade-Level Assessments Test Coordinator's Manual

*English Language Arts
Grades 3, 4, 5, 6, 7, 8*

*Mathematics
Grades 3, 4, 5, 6, 7, 8*

*Science
Grades 5, 8*



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This Test Coordinator's Manual is NOT a secure document. All administrators should read this manual before administering the test.

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1.0 Change Log

1.1 Posting Dates/Version Numbers

Date Updated	Description	Version
9/8/25	Initial Posting	1
9/29/25	The tables in sections 8.3 Read Aloud and 8.4 Translation were updated.	2

Table 1.1

2.0 About the Assessment

The *Test Coordinator's Manual (TCM)* provides detailed instructions for administering the Missouri Assessment Program (MAP) Grade-Level Assessments. The manual includes instructions for test preparation and post-test administration procedures. District Test Coordinators (DTCs) and School Test Coordinators (STCs) should thoroughly read the manual and view trainings before administering the tests.

The Grade-Level Assessments are yearly tests that measure specific skills defined for each grade based on the Missouri Learning Standards. All students in Grades 3–8 in Missouri public and charter schools take the Grade-Level Assessments. English Language Arts (ELA) and Mathematics assessments are given in Grades 3–8. Science is administered in Grades 5 and 8. The responsibility and authority for testing students belongs to the school district.

2.1 Design of the Assessments

- The Missouri State Board of Education identified the following purposes for the MAP Grade-Level Assessments:
 - Measuring and reflecting student mastery toward post-secondary readiness
 - Identifying students' strengths and weaknesses
 - Communicating expectations for all students
 - Serving as the basis for state and national accountability plans
 - Evaluating programs
 - Providing professional development for teachers
- The MAP Grade-Level Assessments are designed to adapt testing to the needs of Missouri districts, schools, teachers, and students, while meeting state and federal requirements.
- The Missouri Department of Elementary and Secondary Education (DESE) uses the information obtained through the MAP Grade-Level Assessments to monitor the progress of Missouri's students in meeting the Missouri Learning Standards, to inform the public and the state legislature about students' performance, and to help make informed decisions about educational issues.
- Data Recognition Corporation (DRC) and DESE are collaborating to deliver Missouri's Spring 2026 Grade-Level Assessments. Missouri educators will use DRC's INSIGHT Portal online platform for enrollment and test administration and DRC INSIGHT for test delivery. DRC will also provide handscoring and reporting services. These cooperative efforts and systems comprise a fully integrated assessment platform to meet the needs of school districts, educators, students, and other Missouri stakeholders.

- The Spring 2026 MAP Grade-Level Assessments include the following:
 - English Language Arts Assessment for Grades 3–8
 - Mathematics Assessment for Grades 3–8
 - Science Assessment for Grades 5 and 8
- The English Language Arts Assessments consist of either three sessions (in Grades 3, 5, 6, and 7) or four sessions (in Grades 4 and 8). At Grades 4 and 8, the first session contains passage-based items, including a passage-based writing prompt. Scoring rubrics are posted on the DESE website at <https://dese.mo.gov/quality-schools/assessment>. All sessions contain selected-response and technology-enhanced items.
- The Mathematics Assessments consist of three sessions. The first and second sessions contain selected-response items and technology-enhanced items. The third session contains a performance event.
- The Science Assessments consist of two sessions. Both sessions contain constructed-response items, multiple-choice items, and technology-enhanced items.
- Specifics about timing guidelines for all content areas can be found in section 3.2 and additional information on item types can be found in section 2.5.
- All MAP Grade-Level Assessments are available only in DRC INSIGHT, the secure online browser, unless a Large Print, Braille, or Paper Based edition is required by the student as an accommodation. **For students needing one of these versions, Test Examiners will be responsible for transcribing student responses into DRC INSIGHT.**

2.2 Changes to the Assessment

The following changes have been made for the 2025–2026 school year:

- The number of Examiner’s Manuals has been reduced to one manual that includes all grade information.
- The DRC INSIGHT Portal Home page has been updated.
- New applications within the DRC INSIGHT Portal are being implemented starting with the Fall 2025 administrations. Participant Setup and Management (PSM) is a collection of applications within the Portal that support the ability to register participants for assessments.
- The following applications fall under PSM: Participant Management, Import Management, and Registration.
- Students are referred to as ‘Participants’ in the PSM applications.
- Test Sessions are referred to as ‘Registrations’ in the PSM applications.
- The Multiple Student Upload (MSU) process via Student Management has been replaced with the Participant and Registration Import (PRI) process using Import Management. The PRI layout is different than the previous MSU file layout.
- The permissions matrix has been updated with new permissions for PSM.

- The Student Status Dashboard has been replaced with the Operational Dashboard.
- DTCs can transfer a student to another site.
- DTCs have the option to format the number of test tickets to print per page.

2.3 Contact Information

Contact	Phone	Email	For Questions About
DRC	800-544-9868	maphelpdesk@datarecognitioncorp.com	Test Administration or Technical Issues
DESE Assessment	573-751-3545	assessment@dese.mo.gov	Testing policy and procedures
DESE Accountability Data	573-751-4426	accountabilitydata@dese.mo.gov	Accountability and data releases
DESE School Improvement	573-751-4104	msip@dese.mo.gov	Accountability, APR and Data Releases
DESE Data System Management	573-522-3207	dsm@dese.mo.gov	Precoding

Table 2.1

2.4 Glossary of Terms

Term	Description
Accommodations	Changes in procedures or materials that increase equitable access to the MAP Grade-Level Assessments. Assessment accommodations allow students to access assessment content to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans.
Break/Pause	Action taken by a student or Test Examiner (TE) to temporarily halt the test at any time, as needed. The online assessment provides an opportunity to pause the test for up to 20 minutes.
Constructed-Response Item Type	Test questions that require students to provide or input their response or responses using a keyboard or keypad. This type includes short answer/text input , writing prompts , and keypad input items.
DRC INSIGHT	The secure, browser-based test engine for the MAP Grade-Level Assessments.
Item	A test question or stimulus presented to a student to elicit a response.

Term	Description
Online Tools Training (OTTs)	The OTTs allow students to become familiar with testing on a computer/device and to experiment with the features available during an actual test. The OTT is NOT designed to demonstrate complete coverage of the tested content, and it is NOT scored. Rather, items have been chosen to demonstrate online assessment features and uses.
Performance Event	Performance Events (PE) are included in the MAP Grade-Level Mathematics Assessments. The PEs are designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex scenario. A performance event may contain a variety of item types.
Portal	DRC's online administrative platform from which district personnel will manage the assessments.
Selected-Response Item Type	Test questions that require students to respond to a stem by selecting an appropriate response or responses, usually from answers provided. This type includes multiple-choice, matching, multi-select, and evidence-based selected-response items.
Stimulus/Stimuli	Material or materials used in the test context, which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Examples of stimuli include, but are not limited to, traditional reading passages/texts viewed on a computer screen, images with audio presentations, and simulated web pages.
Technology-Enhanced Items	Test questions that capitalize on technology to collect evidence through a non-traditional response type. This item type includes drag and drop, drop-down menu, matching, hot spots, graphing, bar graphing, line graphing, number lines, line plots, clock input, and angle drawing .
Tutorials	Tutorials use pictures, motion, and sound to present visual and verbal descriptions of the properties and features of the DRC INSIGHT online testing system.
Universal Tools	Universal tools are available to students based on student preference and selection. Some tools, such as a ruler and sticky notes, are embedded in the online system, while others, such as a physical thesaurus and scratch paper, are external to the system. The availability of particular universal tools varies by item.
Writing Prompt	A special type of item that appears in the Grades 4 and 8 ELA Assessments that requires students to demonstrate their writing proficiency via an open-ended writing prompt.

Table 2.2

2.5 Item Types

As students engage with the online MAP Grade-Level Assessments through DRC INSIGHT, they will be asked test questions that require them to use technology to respond in several ways, some of which may be new to the test-takers. The following table lists the different item types and briefly describes each one. The Online Tools Training (OTT) and Tutorials provide an opportunity to see examples of the item types administered on the assessments.

Type of Item	Brief Description of How to Respond	ELA	Math	Science
Angle Drawing	Select and drag the ray within the response area.		✓	
Bar Graph	Select the height of the bar or bars in the response area.		✓	✓
Clock Input	Use a drop-down menu to indicate the hour or minute hand. Select and drag the hand or hands within the response area.		✓	
Drag and Drop	Click and drag an object to the appropriate location in the response area.	✓	✓	✓
Drop-Down Menu	Select an answer from a drop-down menu.	✓	✓	✓
Evidence-Based Selected-Response (EBSR), multi-part items	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multi-select, and Hot Text. See those item types for descriptions of how to respond.	✓		✓
Graphing on Coordinate Grid	Plot points and/or draw lines in the response area. Use the keyboard to enter labels if required.		✓	✓
Hot Spot/Text Highlight	Highlight an option by selecting it. Select one or more options.	✓	✓	✓
Keypad Input	Select buttons representing numbers and mathematic symbols to create a numeric response or equation.		✓	
Line Plot	Respond by marking an X in the response area.		✓	

Type of Item	Brief Description of How to Respond	ELA	Math	Science
Matching (with connecting lines)	Select an option from the first column and then select the corresponding option from the second column to create a line between them. You can match more than one corresponding option in the second column.		✓	
Matching Table (with a variation True/False or Yes/No)	Select a checkbox corresponding to an option in a table cell.		✓	✓
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.	✓	✓	✓
Multi-select	Select a radio button corresponding to an option. Mark one or more options.	✓	✓	✓
Number Lines	Plot points and/or draw lines on the number line.		✓	
Performance Event	Respond via keyboard and Equation Builder.		✓	
Text Input/Constructed Response	Respond via keyboard entry. Science and Math items may include an Equation Builder.		✓	✓
Writing Prompt	Respond via keyboard entry using text formatting buttons.	✓		

Table 2.3

3.0 Dates/Timing

3.1 Schedule of Important Dates

Precode Window	Student Test Setup Available in the Portal	MAP Grade-Level Assessment Test Window
Window 1: February 9 – February 18, 2026	March 2, 2026	April 6 – May 15, 2026
Window 2: March 2 – March 11, 2026	March 23, 2026	

Table 3.1

For information about Precoding, please see section 5.5 of this manual.

Date(s)	Event	Notes
September 8, 2025	Practice Forms 2025–2026 test window and administration Portal opens.	
January 5, 2026–April 3, 2026	STCs and District Information Technology Coordinators (DITCs) coordinate the installation of the COS Service Device, DRC INSIGHT on all student workstations, and complete the System Readiness Check for all testing devices.	For more information on installing DRC INSIGHT and the System Readiness Check please see <i>Using the System Readiness Check in Volume IV of the DRC INSIGHT Technology User Guide</i> . The System Readiness Check must be completed for all testing devices before the statewide administration window begins on April 6, 2026. COS Service Device installers are available on the Portal under My Applications > General Information > Downloads. Both the COS Service Device and the DRC INSIGHT Secure Browser must be installed/updated in order to avoid issues during testing.
February 9, 2026	Test administration Portal opens.	
February 9, 2026–March 20, 2026	DITCs provide district test windows through Portal Enrollments.	For information about enrollments, see the <i>Portal User Guide</i> , available on the Documents page of the Portal.

Date(s)	Event	Notes
March 2, 2026	Student Test Setup available from Precode File window 1.	For information about precoding, please see section 5.5 of this manual. Accommodations and some universal tools must be marked prior to testing.
March 9, 2026– May 13, 2026	DTCs order Large Print and Braille materials through Portal Additional Materials.	For more information on ordering Large Print and Braille materials, see section 4.2.
March 23, 2026	Student Test Setup available from Precode File window 2.	For information about precoding, please see section 5.5 of this manual. Accommodations and some universal tools must be marked prior to testing.
April 6, 2026– June 12, 2026	DTCs order printed Individual Student Reports (ISRs) and printed Student Report Labels through Portal Enrollments.	For more information on ordering printed ISRs and student labels see section 9.10.
May 18, 2026	Deadline for DTCs to schedule pickup of Large Print, Braille, and Paper Based test books.	Materials must be picked up no later than May 22, 2026.
August 5, 2026	Printed ISRs and Student Report Labels arrive at districts.	Ordered during the April 6–June 12 ordering window.

Table 3.2

3.2 Timing Guidelines

Timing guidelines are estimates of how long it will take students to complete each component of the assessment. Some students may complete the assessment in times that vary from the recommended durations. Districts should plan for flexibility in their schedules to accommodate students that may take more time than noted. This might include moving students taking longer than expected to another room to finish or allowing students to move directly to their next class rather than holding students until all have finished.

There is no time limit for any assessment.

The provided times do not include time needed to start computers, log in students, go through directions, etc. They also do not include time for students to complete the OTTs or view the tutorials.

Headphones are required for all students using text-to-speech.

The ELA secure practice form in all grades has four sessions. Session 1 contains the Writing Prompt (100–130 minutes). For ELA in grades 3, 5, 6 and 7 only, the guidelines listed in Table 3.3 should be shifted forward one session (e.g., the session labeled Session 1 in the table is Session 2 in the practice form).

Spring 2026 Timing Guidelines – Grade-Level

Grade	Session 1	Session 2	Session 3	Session 4
3 ELA	45–105 minutes	25–55 minutes	15–35 minutes Listening Strand – Headphones required	
3 Math	30–55 minutes Calculators not allowed	30–55 minutes Calculators not allowed	15–30 minutes Performance Events Calculators not allowed	
4 ELA	100–130 minutes Writing Prompt	40–90 minutes	15–40 minutes	15–35 minutes Listening Strand – Headphones required
4 Math	30–55 minutes Calculators not allowed	30–55 minutes Calculators not allowed	15–30 minutes Performance Events Calculators not allowed	
5 ELA	45–95 minutes	25–50 minutes	15–35 minutes Listening Strand – Headphones required	
5 Math	35–60 minutes Calculators not allowed	35–60 minutes Calculators not allowed	15–30 minutes Performance Events Calculators not allowed	
5 Science	60–80 minutes Calculators allowed	60–80 minutes Calculators allowed		

Grade	Session 1	Session 2	Session 3	Session 4
6 ELA	40–95 minutes	20–40 minutes	15–30 minutes Listening Strand – Headphones required	
6 Math	30–50 minutes Calculators allowed	30–50 minutes Calculators allowed	30–40 minutes Performance Events Calculators allowed	
7 ELA	40–80 minutes	20–40 minutes	15–25 minutes Listening Strand – Headphones required	
7 Math	30–50 minutes Calculators allowed	30–50 minutes Calculators allowed	30–40 minutes Performance Events Calculators allowed	
8 ELA	100–130 minutes Writing Prompt	35–75 minutes	15–30 minutes	15–25 minutes Listening Strand – Headphones required
8 Math	30–50 minutes Calculators allowed	30–50 minutes Calculators allowed	30–40 minutes Performance Events Calculators allowed	
8 Science	55–75 minutes Calculators allowed	55–75 minutes Calculators allowed		

Table 3.3

3.3 Scheduling the Assessment

When setting the testing schedule, here are some points to remember:

- Ensure the secure browser has been installed properly on all workstations. See the *DRC INSIGHT Technology User Guide, Volumes I–IV* for specifics.
- All testing should be completed during the district test window defined in the Portal and must be completed by the end of the state testing window.
- Students can take assessments in the test window on weekdays between the hours of 6:30 A.M. and 10:00 P.M.
- Ensure there is enough time for students to finish testing at the end of the day.
- Within each test there are sessions. A student may not return to a session once it has been completed and submitted.
- Based on student need, students are not required to complete a single session of an assessment on the same day or in the same sitting, although it is recommended.
- Remember that the timing guidelines presented by DESE are simply averages. Some students may take less or more time than the presented time. Have a plan ready for these situations. This might include moving students taking longer than expected to another room to finish or allowing students to move directly to their next class rather than holding students until all have finished.

- For the performance events and writing prompts, students may be best served by sequential, uninterrupted time that may exceed the time allotted in a student's schedule.
- Minimize the amount of time between beginning and completing each test within a content area.
- Breaks can be provided during the test session using the software's "Pause" feature. If the test is paused for more than 20 minutes, the student will need to log back into the session.
- Parents and guardians should be informed of the district Grade-Level Assessment schedule so they can help ensure their students are present on the day(s) of testing (without scheduled appointments or vacation days during the testing window) and prepared with the proper materials that may not be provided by the district.

4.0 Special Populations

All public school and charter students, excluding those students who qualify for MAP-A, **MUST** participate in required Grade-Level Assessments. The majority of students take the online Grade-Level Assessments, with some exceptions. Please see the descriptions below to help make those determinations.

4.1 Paper Based Testing

For special circumstances that require students to test on paper, a Paper Based edition is available. To activate the Paper Based edition print function, access the Test Setup feature in the Portal to mark the applicable accommodation and code for students who require the Paper Based version of the test. Once accommodations are assigned, the Test Examiner should contact the Test Coordinator to generate a Paper Based version.

Reasons for using Paper Based Assessment

Reason	Instructions
Student has IEP/504 Plan that requires use of Paper Based Assessment	Mark code A102 for Paper Based Assessment.
EL student is using Read Aloud – Native Language (S111) and the translator needs access to the assessment prior to administration to conduct translation services	Mark code S112. NOTE: There is a \$15 charge to the district for each printed Paper Based assessment not required by an IEP.
Student is in an off-site non-district building (e.g., hospital, juvenile facility, etc.) and cannot take the assessment online	Mark code S112. NOTE: There is a \$15 charge to the district for each printed Paper Based assessment not required by an IEP.
Student has Read Aloud – Human Reader and the examiner would like to read from a Paper Based copy of the assessment	Mark code S112. If using this for a group, choose this tool for just ONE student in the group. That student should still take the assessment online. NOTE: There is a \$15 charge to the district for each printed Paper Based assessment not required by an IEP.

Table 4.1

The Portal will generate a unique barcode number for a Paper Based edition prior to local printing. Each barcode number will be unique to a student for the purposes of linking the printed form to the student's record in the master database. Barcode numbers will be recorded and associated with each student's record.

The unique barcode number will become embedded into the electronic version on each page of the Paper Based form. During local printing, the embedded barcode number will print along with each page of the Paper Based edition.

For specific instructions regarding how to generate and download a Paper Based edition, see section 9.7.

The Test Examiner should become familiar with the directions for administering a Paper Based edition. The Paper Based edition of the test is secure and should be treated as such.

After testing, student responses for those who took a paper test **must** be transcribed into the DRC INSIGHT testing software before the district's test window closes. For detailed information, see section 10.7.

Once testing is complete, Paper Based assessments **must** be shipped back to DRC. For detailed information, see section 12.0.

4.2 Large Print/Braille Testing

Students who require a Large Print or Braille assessment must have that accommodation indicated in their IEP/504 plan. The accommodation must be marked in the Portal prior to administration.

Large Print and Braille forms can be ordered online via the Portal Additional Materials. For ordering window timelines, see section 3.1. For additional information on ordering Large Print and Braille materials, see section 9.6.

All Large Print and Braille testing materials needed to administer the assessment are included in the shipment. Large Print and Braille kits are packaged by building and shipped to the district's office address.

The Test Examiner should become familiar with the directions for administering Large Print and Braille editions. The Large Print and Braille editions of the test are secure and should be treated as such.

After testing, student responses for those who took a Large Print or Braille test **must** be transcribed into the DRC INSIGHT testing software before the district's test window closes. For detailed information, see section 10.7.

Once testing is complete, Large Print and Braille assessments **must** be shipped back to DRC. For detailed information, see section 12.0.

Large Print and Braille Kit Contents

Large Print Kit	Braille Kit
• Packing List • Cover Memo • Large Print Test Books—grade-level and content-area specific, shrink-wrapped with: ○ Regular print version ○ Administration Scripts	• Packing List • Cover Memo • Braille Test Books—grade-level and content-area specific, shrink-wrapped with: ○ Test Administrator Notes ○ Regular print version ○ Administration Scripts

Table 4.2

4.3 Homeschooled Students

Homeschooled students are allowed, but not required, to take part in the MAP Grade-Level Assessments at the discretion of the district. Homeschooled students take the assessment(s) online at the local school with district-approved procedures in place during the school's testing window. When a homeschooled student is entered into the Portal, DESE's Missouri Student Information System (MOSIS) ID field should be populated with a "#" (pound symbol) plus the 6-digit district code plus the "#" symbol plus a 4-digit unique identifier (e.g., #001090#1234). Additionally, for Summative administrations only, the "Home School" box on the Testing Codes screen must be checked for each content area. Individual Student Reports for home schooled students will be made available to districts for distribution, but their data will not be a part of any data download for your district.

4.4 Missouri Course Access & Virtual Learning Program Guidance (MOCAP)

Students enrolled through a Full-Time MOCAP Course Provider are associated with the host district of that provider. That associated district is responsible for testing those students in the required subjects, either at home or at the school, at the discretion of the district. If the student can come to the school, the student may take the test online. If the student cannot come to the school, then the student may take a Paper Based edition of the test.

Students taking courses through other MOCAP Course Providers are still associated with their home districts, who are responsible for testing those students in the required subjects, either at home or at the school, at the discretion of the district. If the student can come to the school, the student may take the test online. If the student cannot come to the school, then the student may take a Paper Based edition of the test.

Test Examiners of students taking a MOCAP course should receive training in the administration of the Grade-Level Assessments. Test Examiners are responsible for ensuring the security of the tests, transcribing student responses into INSIGHT, and returning the Paper Based editions to DRC as soon as testing is completed.

If preliminary item summary results for MOCAP students are required to be reported within the district testing window, DTCs must contact the MAP Service Line via phone or email providing the MOCAP school's test window start and end date. If dates are not provided, the MOCAP student's results will be included after the statewide testing window closes.

4.5 Foreign Exchange Students

Foreign exchange students are allowed, but not required, to take the MAP Grade-Level Assessments at the discretion of the district.

4.6 English Learner (EL) Students

EL students who have been in the United States for less than 12 cumulative months – as of April 1 – may be exempt from one administration of an ELA assessment. Please indicate this exemption in the Portal by following the instructions provided for Marking EL Less Than 12 Months in section 9.8. A student must be assigned to test sessions before the option to select Testing Codes will appear. School districts will also need to validate their April Core Data to reflect the status of their EL students. EL students must participate in all other required assessments (i.e., Mathematics & Science) regardless of the length of time they have been in the United States.

4.7 Homebound Students

Homebound students must be tested, either at home or at the school, at the discretion of the district. If the student can come to the school, the student may take the test online. If the student cannot come to the school, the student may take the test online using a district-issued device that has a Central Office Services (COS) Service Device installed. If, for any reason, the student cannot take the test online, then the student may take a Paper Based edition of the test. The Grade-Level Assessment should not be administered to students without the supervision of a Test Examiner. This applies for both the online test and the Paper Based test. Test Examiners of homebound students should receive training in the administration of the MAP Grade-Level Assessments. Test Examiners are responsible for ensuring the security of the tests and transcribing student responses into DRC INSIGHT for Paper Based tests.

4.8 Suspended from Campus

Students suspended from campus who have not yet been expelled must be tested. Districts may choose to bring the student in after school or when other students aren't around. If the student can come to the school, the student may take the test online. If the student cannot come to the school, the student may take the test online using a district-issued device that has a Central Office Services (COS) Service Device installed. If, for any reason, the student cannot take the test online, then the student may take a Paper Based edition of the test. Test Examiners of students suspended from campus should receive training in the administration of the MAP Grade-Level Assessments. Test Examiners are responsible for ensuring the security of the tests and transcribing student responses into DRC INSIGHT for Paper Based tests.

4.9 Off-Campus Facility

Students that are in a hospital, juvenile facility or treatment facility (both in and out of state), or receiving services in off-site placements (other districts, private agencies, correctional facilities, etc.) must be tested. They may be tested in those placements if necessary, or they may come to the school of residence if possible. The DTC from the district where the student resides must make arrangements for the student to test.

If the student can come to the school, the student may take the test online. If the student cannot come to the school, the student may take the test online using a district-issued device that has a Central Office Services (COS) Service Device installed. If, for any reason, the student cannot take the test online, then the student may take a Paper Based edition of the test. Test Examiners of off-campus students should receive training in the administration of the MAP Grade-Level Assessments. Test Examiners are responsible for ensuring the security of the tests and transcribing student responses into DRC INSIGHT for Paper Based tests.

4.10 Students Taking an Advanced Mathematics Course

Students taking an Algebra I, Algebra II or Geometry End-of-Course assessment do not have to take the mathematics assessment for their grade-level. If the student was assigned to a Math test session, they can just be removed from that test session in the INSIGHT Portal.

4.11 Medical Waiver

Students with serious medical and mental conditions can and do participate in the Missouri statewide assessments. However, there are rare and unique situations in which a student is unable, for medical reasons, to participate in an assessment. Federal regulations allow exceptions to participation in such situations; however, these exceptions must be made with great care.

All medically fragile students are expected to participate in statewide assessments unless a significant and documented medical emergency exists in addition to medical fragility. When a medically fragile student cannot reasonably participate in a statewide assessment during the state assessment window, this must be documented in the student's permanent file and a medical waiver must be submitted to DESE.

For information on medical waivers, go to:
<https://dese.mo.gov/quality-schools/accountability-data>.

Additionally, please indicate the medical waiver submission in the Portal by following the instructions provided for Marking Testing Codes in section 9.8.

4.12 Private School Students

Private school students may participate in the MAP Grade-Level Assessments. A representative from the private school must contact the MAP Service Line at 1-800-544-9868. Private schools must uphold the same standardized administration procedures and security measures as Missouri public schools.

5.0 Test Coordinator Responsibilities

The DTC is responsible for training all STCs, Test Examiners and other responsible district and/or school staff on MAP Grade-Level Assessment processes and procedures. If a district does not have STCs, the DTC performs the role of the STC. While the training of Test Examiners may be delegated to each building's STC, the DTC is ultimately held responsible for ensuring all associated staff are well prepared. Training includes special education teachers, proctors, translators and Test Examiners who are administering the assessments to homebound or out-of-district students. Building administrators should also receive training, so they can be aware of all that goes into state testing and ensure a proper environment for students to take the assessments.

5.1 Checklist of Test Coordinator Responsibilities

DTC	STC	Task
X	X	Review all training and manuals.
X		Set the district testing schedule.
	X	Work with examiners and building leadership to set the building testing schedule.
X		Set up accounts for STCs in the Portal.
X	X	Determine if Test Examiners will have access to the Portal.
X	X	If necessary, set up accounts for Test Examiners in the Portal.
X	X	Assign role/permissions in the Portal.
X		Complete student precode process by submitting a file to DESE of students to be tested.
X	X	Place students in testing sessions via the Portal.
X	X	Mark tools/accommodations for students in the Portal.
X		Ensure STCs are trained on state and district policies, including and especially test security.
	X	Ensure Test Examiners are trained on state and district policies, including and especially test security.
	X	Train any outside staff that will act as a translator or scribe.
X	X	Ensure that staff know who to talk to if questions or technical issues arise before, during and after testing.
	X	Ensure there is an appropriate space for any physical test materials. The space should have limited access during testing and have the ability to securely store testing materials.
	X	Ensure IT staff have installed the student test client on all systems to be used for testing and have run bandwidth checks.

DTC	STC	Task
	X	Ensure that distractions are eliminated during testing – announcements, lawn maintenance, fire drills, etc.
X	X	Ensure that testing rooms that have content or process aides on the wall have those aides either removed or covered up prior to testing.
X	X	Receive physical test materials.
X	X	Ensure the barcode numbers match the packing list.
X	X	Print test tickets for student use.
X	X	Print roster sheet for Test Examiner.
	X	Prepare all physical testing materials for Test Examiner use.
X	X	Print paper tests for students taking Paper Based assessments.
X	X	Print listening scripts for students taking Paper Based assessments.
	X	Transcribe answers from physical testing books to the online testing platform.
X	X	Securely destroy all scratch, grid and graph paper.
X	X	Collect and inventory all physical testing materials.
X		Return physical test materials to the vendor.

Table 5.1

5.2 Updating a Test Coordinator

To update a DTC for a district, first update the assessment contact on Screen 3 of Core Data. Then contact DESE Assessment (assessment@dese.mo.gov) with the new DTC information (name, email and phone). DESE Assessment will inform DRC of the change. DRC will update their systems and provide the new DTC with a username and password to access the Portal. To update an STC, contact the DTC and have them add the new STC into the Portal and assign the correct permissions.

5.3 Training Examiners/Staff

The District Test Coordinator is responsible for training all School Test Coordinators, Test Examiners, and other responsible district and/or school staff on Grade-Level Assessment processes and procedures. Prior to test administration, Test Examiners must familiarize themselves with the testing manual(s) and participate in any district-created training.

District training should be created from information found in this manual and the *Test Examiner's Manual*. Additionally, DESE provides PowerPoint slides that can be used as part of district-created training. These PowerPoint slides are not a substitution for district-created training or for reading the manuals. District training should also include local procedures such as cell phone/smart watch policy, local testing schedule, who to contact in the district with questions, etc.

Training PowerPoint slides are available on the Manuals/Training tab at <https://dese.mo.gov/quality-schools/assessment>.

In addition to Test Examiners and other district staff, Transcribers and Translators must also be trained.

- For more information on the role of the transcriber, please see Guidelines for Use of a Scribe, available on the DESE Assessment page.
- Translators must go through the same training as all other Test Examiners. A Test Examiner should be part of the test administration of the student. For additional information on translation, see section 8.4.

5.4 Test Examiner Responsibilities

All Test Examiners are responsible for the following:

- Ensure all testing materials are secure at all times. **Both written and verbal discussion of specific Grade-Level Assessment items breach the security and integrity of the test.** Discussion between Test Examiners, proctors, translators, or any district staff regarding test items is not permitted.
- Ensure any additional testing materials or tools are available or provided, such as:
 - Scratch, grid, and graph paper
 - Braille paper (if provided)
 - Physical copies of Reference Sheets
- If the student is taking the session with listening items via Large Print, Braille, or Paper Based, ensure you have a printed version of the ELA Listening Scripts. Talk with your STC to get a copy.
- After testing is complete:
 - Check that tests have been submitted. (If permitted)
 - Check that tests are closed in the system. (If permitted)
 - Collect the Large Print, Braille, and/or Paper Based materials from the students, and prepare materials for return to the STC.
 - Transcribe Large Print, Braille, and Paper Based edition responses into DRC INSIGHT. (If permitted)
 - Contact the STC for guidance regarding the handling of any contaminated test materials.
 - Collect all draft, scratch, grid, graph, or Braille paper and return all used materials to the DTC/STC for secure shredding.

5.5 Spring Summative Assessment – Precoding

To register students for the Spring MAP Grade-Level Assessment, your district will need to create a file of students testing to upload to DESE. The file layout template is found at <https://dese.mo.gov/data-system-management/core-datamosis>.

You must submit your file by one of the dates found in the chart below. Each date corresponds with a date in which students will be available in the system to test.

Precode Window	Student Test Setup Available in the Portal
Window 1: February 9 – February 18, 2026	March 2, 2026
Window 2: March 2 – March 11, 2026	March 23, 2026

Table 5.2

To submit the Precode File to DESE, login to Web Applications and select the MOSIS Data Collection link. On the welcome page, locate the link for the Spring Summative assessment. Click the link that says “Run A Trial” and upload the file.

Once the file is uploaded, click on the “Errors and Warnings” link to resolve any issues with the file. If there are no issues, or once the error link shows zero, the “Certify” button should become active. Click on the certify button and assure the data is correct. At any point after certification, prior to the deadline, districts may verify and update their data.

To ensure you have student counts correct, review the Assessment Precode Aggregation Report. In the bottom left of the report, student counts by grade can be found.

For questions about Precoding, please contact the office of Data System Management at 573-522-3207 or dsm@dese.mo.gov.

5.6 Practice Form – Instructions for Manually Registering Students

Test Setup will be available in the Portal beginning on September 8, 2025. Your district will be responsible for registering students for the Practice Forms. To add students, log into the Portal and go to My Applications > Participant Management. If you need assistance adding students, please contact the MAP Service Line.

Individual Student

To upload an individual student, you must first select a school from the **Select a Site** option. Confirm the academic session and click **Enroll Participant**. Enter the participant’s information in the required fields and click **Save** or **Save & Add Another** if you have more participants to add.

To add accommodations for the participant, click the **Accommodations** tab at the top of the page. Select the accommodations for the participant and then click **Save**. Make sure to select any available and applicable accommodation prior to a Student testing.

To cancel and return to the Participant Management screen, click the **Close** button.

Students added to the Portal manually will not automatically be assigned test sessions. You can add them to new or existing test sessions under My Applications > Registration.

Multiple Students

To add more than one Student at a time, you can create a file to upload.

First, choose the Import Management menu option.

Refer to the **File Layout** for information on the file layout and requirements.

To use a sample file to help build the upload click on **Participant and Registration Import Sample File**.

When the file is ready to upload, click the **Start New Import** button and complete the fields, click on the **Browse** button and select the file. Once the file is selected, click the **Start Import** button. A message will display indicating that the upload is in process. Depending on the file size this can take several minutes. When the import job completes, the status is *Completed* or *Validation Errors*. One of two messages will display:

If the job is in Validation Errors status, click the job to access the error report. Update your CSV file to fix all of the errors shown in the error report. Once you have corrected the errors in the CSV file, restart the import process. Although the records that do not have errors are not required to be uploaded again, it is often faster and easier to simply upload the entire file again.

If the job is in a Completed status, click the job to display the Details report, which includes information about each imported record.

5.7 Setting a District Testing Window

Prior to administration, districts must set a testing window in the DRC Portal. DTCs set the district testing window during Enrollments, see section 3.1 for Enrollment timelines. If a district does not provide a district test window during Enrollments, the system will default to the statewide test window.

The end date of the district test window will determine when preliminary Item Summary Reports will be available on the Portal via Reporting Services. Districts will receive initial reports 10 business days after the close of their testing window. If MOCAP students should be included in the initial reports, DTCs must contact the DRC MAP Service Line and provide the MOCAP school testing window. Please see section 4.4 for further information.

The preliminary Item Summary Reports have information on each item, including the alignment to the Missouri Learning Standards, the item type, the points possible, and points earned by your students. Data can be shown at the district, school or examiner level.

Please note that students will be able to continue testing after the indicated district test window end date, but those students will not be included in the Item Summary Reports. Any student that tests after the end of the indicated district test window will be included in reports available 10 business days after the statewide testing window closes.

For information on how to set your testing window in the Portal, see section 9.8.

6.0 Test Security

Test security and ethical testing practices are essential for valid and reliable results. A board-approved test security policy must be in place for each district and charter school. The test security policy should be placed in the District's Assessment Plan, which is approved by the local school board annually. The accurate assessment of student achievement is a critical component of the educational process in Missouri. It is the responsibility of everyone involved in the assessment process to understand the security measures in place to avoid any intentional or unintentional unethical behavior by students or staff members. Administrators and Test Examiners are responsible for reporting any of these behaviors to district administration and/or to the DESE Assessment Section at 573-751-3545 or assessment@dese.mo.gov.

Although not required, DESE recommends that districts provide a copy of the district's test security policy to all staff during training. Additionally, DESE recommends that districts have staff sign a statement that acknowledges that they both have read and understand the district test security policies. More information on test security guidelines and a sample test security policy are available on the DESE assessment page at <https://dese.mo.gov/quality-schools/assessment>.

District and School Test Coordinators, Test Examiners, translators, proctors, and any other district staff who have testing responsibilities must follow test security procedures. The tests **must not** be read, scored, reviewed, photocopied, duplicated, scanned, transported by students, photographed, texted, or made accessible to personnel not responsible for testing. **Both written and/or verbal discussion of specific MAP Grade-Level Assessment items breach the security and integrity of the test and may result in an invalidation or loss of scores for accountability purposes.**

Test items or answers must not be discussed with anyone at any time. Physical test materials—test tickets and Large Print, Braille, and Paper Based assessments—should be kept secure at all times when not being used. They should not be left out on desks, in a drawer, in a closet, etc. Follow the school procedure for checking test materials in and out. Anyone handling the physical materials should be aware of the check-in and check-out procedure.

iPad and Tablet Security: iPads and tablets being used for testing cannot contain stored equations, functions, copied text, or any saved content at the time of the Assessments. Teachers are responsible for ensuring and verifying that iPads and tablets that have the ability to store or save any content have the clipboards cleared before and after each assessment.

6.1 Avoiding Common Quality Assurance Issues

- Prior to assessing students, schools need to ensure that rooms being used for assessment are appropriate testing environments.
- The testing room should be free from content/process aides. These should either be taken off the walls or covered up. If you are questioning if you should cover something up, err on the side of caution and cover it.

- The testing room should be set up to curb cheating. For example, if students are testing close together, dividers may be used between monitors so that students cannot see their neighbor's screen.
- Signage should be placed on the door to indicate that testing is occurring so that disturbances are kept to a minimum.
- Test Examiners should ensure they are aware of which tools/accommodations students have and how those tools/accommodations work. For example, Test Examiners should be aware of which sessions a dictionary is allowed on.
- Districts/schools should have a cell phone policy – both for students and for Test Examiners.
- Examiners should ensure that students do not have inappropriate electronics such as video game systems, smart watches or personal music players.
- Examiners should ensure that students do not have access to inappropriate testing aids such as classroom notes. Examiners should have students place any such aids in their backpack or locker prior to testing.
- Examiners should ensure that if physical calculators are being used that the memory is cleared prior to and immediately after testing.
- Examiners should inspect testing devices that have case protectors to ensure that there is nothing stored inside that could be used on the assessment.
- Physical test materials – test tickets and Paper Based, large print and Braille assessments – should be kept secure at all times when not being used. Materials should not be left out on desks, in a drawer or closet, etc. Follow the school procedure for checking test materials in and out. Anyone handling the physical materials should be aware of the check-in and check-out procedure.
- Test coordinators should ensure that scratch/grid/graph paper is collected immediately and securely destroyed. Test Examiners should not review student work on scratch/grid/graph paper.

6.2 Cell Phone/Smart Watch Policy

As part of your board-approved assessment plan, each district shall have a cell phone/smart watch policy in place that ensures both test security and test validity. The policy should address both students and Test Examiners. Each classroom is expected to follow the district policy.

Some students use their phone to track medical issues, such as blood pressure, heart rate and blood sugar. If the student uses their phone for a medical issue, they can have it in the testing room, but it should be held on to by the Test Examiner or a test proctor and not by the student. The phone should also be set up to not disturb other students by making noise for phone calls, text messages or other non-medical alerts.

6.3 Required/Allowed Materials

- A workstation with Internet access, a monitor, mouse/touchpad, and keyboard is required for each student, unless they are testing on a tablet. For information about system requirements, log into the Portal, go to My Applications > General Information and select the Downloads tab. At the bottom of the page, select the View System Requirements button.
- Student Test Tickets are required to login and take the assessment. The ticket provides secure login credentials (i.e. username and password) required for the student to use the testing software. Districts may choose to print test tickets on a full sheet of paper and have the student use that as scratch paper for the assessment.
- Headphones are required for the last session of ELA. Headphones are also required for any content/session in which the student is using text-to-speech.
- Scratch paper and grid/graph paper are allowable for all assessments.
- Writer's Checklists are available in the DRC INSIGHT platform during the writing prompt in ELA session 1, Grades 4 and 8, and in session 1 of all grades for the practice test. Physical copies may also be given to students. They may be copied from the appendices of this manual or the *Examiner's Manual*. The Writer's Checklist can also be printed from the Documents page of the Portal at <https://mo.drctdirect.com>.
- Mathematics Reference Sheets and the Periodic Table of Elements are available in the DRC INSIGHT platform at the appropriate Grades for students to access. Physical copies may also be given to students. They may be copied from the appendices of this manual or the *Examiner's Manual*. Reference sheets can also be printed from the Documents page of the Portal at <https://mo.drctdirect.com>.
- During online testing, all students may have access to a printed list of the keyboard shortcuts and icons available in DRC INSIGHT. The list may be printed from the appendices of the *Examiner's Manual*. The list of keyboard shortcuts and icons can also be printed from the Documents page of the Portal at <https://mo.drctdirect.com>.

6.4 Dictionary/Thesaurus/Grammar Handbook

- An English dictionary may only be used on the ELA writing prompt in session 1 of Grades 4 and 8, and session 1 of all grades of the ELA practice test. An electronic English dictionary is available in the DRC INSIGHT platform to use on the writing prompt. A physical dictionary may also be provided to students for use on the writing prompt.
- English Learners (EL) may have access to a physical bilingual dictionary for use only on the ELA writing prompt in session 1 of Grades 4 and 8, and session 1 of all grades of the ELA practice test. If the bilingual dictionary is electronic, it may not connect to the internet. Mark code S431 in the Portal for any student using a bilingual dictionary.
- A thesaurus may only be used on the ELA writing prompt in session 1 of Grades 4 and 8, and session 1 of all grades of the ELA practice test. An electronic thesaurus is available in the DRC INSIGHT platform to use on the writing prompt. A physical thesaurus may also be provided to students for use on the writing prompt.

- A physical grammar handbook may only be used on the ELA writing prompt in session 1 of Grades 4 and 8, and session 1 of all grades of the ELA practice test. If the grammar handbook is electronic, it may not connect to the internet. The grammar handbook must be one that is published—it cannot be a district, school or classroom created handbook.

6.5 Calculators

- Use of a calculator is **NOT** allowed in Grades 3–5 Mathematics without an accommodation as listed in the IEP/504 plan.
- A physical four-function calculator with square root and percentage functions is permitted for students in grade 3–5 Mathematics as an accommodation only. Use of this accommodation in grade 3 will result in an invalidation, and the student will receive the Lowest Obtainable Scale Score (LOSS).
- Use of a calculator is allowed in Grades 6–8 Mathematics. Students can use the embedded electronic calculator or a physical calculator.
- For students in grades 6-8, a physical four-function, scientific or graphing calculator is permitted. Ideally, students should use the same calculator used in the everyday classroom.
- A physical four-function calculator is permitted for students in grade 5 Science. A physical scientific calculator is permitted for students in grade 8 Science.
- Calculators cannot contain stored equations or functions at the time of the assessment. Test Examiners are responsible for ensuring and verifying that any calculator with the ability to store functions and equations have the memory cleared before and after each assessment.
- Calculators cannot have Internet connectivity or be able to connect to anyone inside or outside the classroom during testing. Students cannot use a calculator on a laptop or other portable computer, pocket organizer, cell phone, watch, device with a typewriter-style or QWERTY keyboard, electronic writing pad, or pen-input device unless a particular assistive device is required for a student and is specified on their IEP.

6.6 Prohibited Materials

Electronic devices, including any portable device that can connect to the internet or to anyone inside or outside of the classroom, must not be accessible during the testing sessions. Such items include, but are not limited to:

- cellular/mobile phones
- smart watches
- electronic personal music players
- digital cameras
- handheld scanners
- portable gaming devices
- any device that can connect to the internet

7.0 Test Preparation

In addition to having covered the course content, students should have experience using their device (e.g., computer, laptop, chromebook, tablet) and should know how to use a mouse/touchpad and keyboard before taking the Assessments. Students testing on a tablet device should have experience with the device in an instructional setting prior to testing. Students and teachers should review the OTTs and Tutorials (available at any time) for the Assessment(s) they will be taking. Online practice forms are also available through DRC INSIGHT. The practice forms mirror the structure and function of the summative Grade-Level Assessments. Districts can administer practice forms to students at any time during the test window.

7.1 Tutorials

The Tutorials provide step-by-step instructions on how to navigate the online system and give detailed explanations about the key features of the software. The Tutorials should be reviewed at least once by Test Examiners who will supervise any of the MAP Grade-Level Assessments and by students in advance of their first test day. Allow students to repeat the Tutorials as often as desired and needed.

Students should review the Tutorials before completing the Online Tools Training (OTT). It has been proven beneficial for schools to schedule a Tutorial session for students immediately before at least one OTT session.

If hardware availability is limited, the Tutorials may be presented to school personnel and students in a classroom using a projector and a single Internet connection.

The Tutorials can be accessed via the DRC INSIGHT desktop icon once the testing software has been installed. The Tutorials may also be accessed through the Portal.

Instructions for Accessing the Tutorials through the Portal

1. Navigate to the Portal, <https://mo.drctdirect.com>. (Login is not required.)
2. Under **My Applications** select **General Information**.
3. Select the **Test Tutorials** tab.
4. Select the **Play Tutorial** action button.

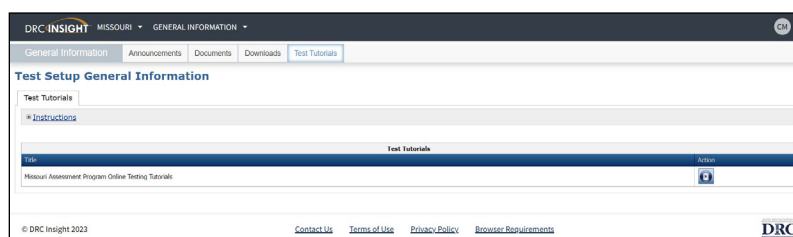


Figure 7.1

The Tutorials walk students through the software and tools that are available. In the Tutorial, the student can select specific sections for review.

7.2 Online Tools Training

In preparation for the test and to expose students to the various item types in each content area (see section 2.5 for item types), it is highly recommended that all students access the Online Tools Training (OTT) for each content area. Each OTT is designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use with the MAP Grade-Level Assessments. The OTT for each content area includes a variety of item types. Even though a student's test form may not include every item type, the OTT provides an opportunity to practice all item types. The OTTs also include a comprehensive reflection of embedded universal tools and accommodations. The OTTs should also be provided to students with any non-embedded universal tools and accommodations as allowed on the operational assessments.

The OTTs can be accessed via the DRC INSIGHT desktop icon once the testing software has been installed. OTTs can be publicly accessed using the Google Chrome browser at <https://portal.te.drcedirect.com/MO>. Please note that only the options under the INSIGHT Training button can be accessed through this public link. Students will NOT be able to access the Test Sign-Ins for Summative or Practice tests through this browser link.

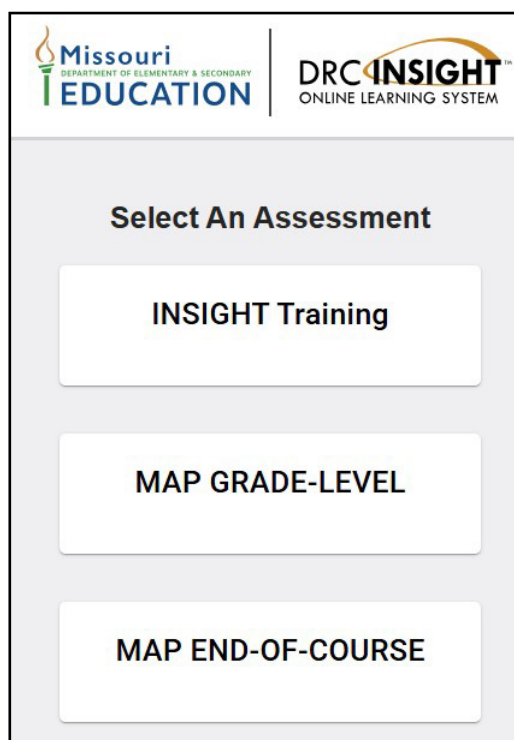


Figure 7.2

7.3 List of DRC INSIGHT Keyboard Shortcuts and Icons

During online testing, all students may have access to a printed list of the keyboard shortcuts and icons available in DRC INSIGHT. The list may be printed from Appendix H of this manual or may be accessed on the **Documents** page of the Portal, <https://mo.drcedirect.com>.

7.4 Practice Forms

The Missouri Grade-Level Practice Forms are free assessments designed to mirror the spring summative assessments. Practice forms are available for use in schools and classrooms throughout the school year. The assessments are used to measure specific student strengths, areas of need, skills, and knowledge to help guide instruction.

The following pieces of the practice forms are identical to the spring summative assessments:

- Item Types
- Universal Tools and Accommodations
- Required Materials
- Allowed Materials
- Prohibited Materials
- Test Coordinator and Test Examiner Responsibilities

Districts can have students take the Practice Forms as often and as many times as they would like. Administered at different times during the school year and at the end of the school year, information from the Practice Forms provides teachers with an assessment of the total student learning at a given point or over time.

To ensure the best and most reliable results, the practice form should be administered in the same way as the Spring Summative assessment.

Use the test directions found in the *Examiner's Manual* to administer the practice form. For Precoding instructions, please see section 5.5 of this manual.

Paper Based/Large Print Versions

Paper Based and Large Print versions of the Practice Forms are available for students with that accommodation in their IEP/504 plan or under other special circumstances (translation, testing offsite, etc.).

DTCs should locally generate Paper Based and Large Print versions from the Portal. Electronic print/produce-ready files are provided so that districts can locally produce the required quantities to have on hand throughout the school year.

To access the Released Practice Forms files, sign into the Portal and go to My Applications > General Information > Documents and choose Practice Forms 2025–2026. Choose Accommodated Test Forms as the document type. Then select the Show Documents button.

To access the Secure Practice Forms files, sign into the Portal and go to My Applications > Registrations and search for the Registration for which you need to print the test. Select the Registration and click on the three vertical dots in the Action column next to the student name. Then select Print Paper Test.

After testing, student responses for Paper Based and Large Print editions must be entered into the DRC INSIGHT system for a score to be provided. If scores are not required, then the student responses do not need to be entered into the system.

Braille Version

Braille versions are available for students with that accommodation in their IEP/504 plan. Districts will need to order a Braille kit from DRC. To order the kit, the DTC should sign into the Portal and go to My Applications > Materials > Additional Materials. Select Practice Forms 2025–2026 for the administration and select the Add Order button. In the table, enter the number of Braille kits needed. When finished, click Submit.

After testing, student responses for Braille editions must be entered into the DRC INSIGHT system for a score to be provided. If scores are not required, then the student responses do not need to be entered into the system.

Practice Test Scoring

Most items are autoscored by the system. Districts will use the Educator Scoring Tool for all the open-ended items. Student test responses will be available for scoring in the Portal within 24 to 48 hours of the student completing the test. Classroom teachers who will need access to Educator Scoring must have access to the Portal and be assigned a test examiner role.

Teachers will locally score student responses to all open-ended test questions using the Educator Scoring functionality via the Portal. Scoring Guides are available for teacher access within the Educator Scoring application. Open-ended test questions include but are not limited to the ELA Writing Prompts, Science constructed-response items, and Math performance events.

See the *Portal User Guide*, which includes information on how to score student responses using the Educator Scoring tool. The *Portal User Guide* can be found on the Portal under My Applications > General Information > Documents.

Reporting

Districts have access to student results through the Portal Interactive Reporting system. The following reports are available for the Practice Forms: Raw Score Roster, Student Test Item File and Item Summary. Below is a quick description of each report.

Raw Score Roster: Results display within 24 hours of student test completion; lists individual's points earned, out of total points possible

Student Test Item File: Available as a batch download file; item by item capture of student's responses within the test group; student's total points earned; domain/content alignment to the Missouri Learning Standards Grade-Level Expectations; correct response; total points possible; item type information

Item Summary: Item summary data presented in a tabular grid; displays item performance alongside Missouri Learning Standards

The *Portal User Guide* includes information on accessing reports and data searches. The *Portal User Guide* can be found on the Portal under My Applications > General Information > Documents.

8.0 Tools/Accommodations

The MAP Grade-Level Assessments provide Universal Tools and Accommodations to help students demonstrate their knowledge of the Missouri Learning Standards.

- Universal Tools are supports that do not change the construct of the test, but may allow students a better opportunity to demonstrate their knowledge. Universal Tools are available to all students taking an assessment, unless specifically noted in the description.
- Accommodations are supports that allow students with specific needs a better opportunity to demonstrate their knowledge. Accommodations must appear in a student's Individualized Education Program (IEP) or 504 Plan.

The selection of appropriate universal tools and accommodations must be done based on the student experience in the classroom. The universal tools and accommodations used on the assessments should be ones with which the student is already familiar with using or are used during regular instruction. A mismatch in the types of supports offered on the assessment from what is used in the classroom on a regular basis can cause significant difficulties for students at the time of testing and potentially could negatively affect student test scores.

Prior to testing, districts should log in to the Portal to check and set universal tools and accommodations for students. DESE recommends setting these at least 48 hours in advance of testing. The choice of some universal tools and accommodations may change login information for the student, so any test tickets printed prior to the marking of these universal tools and accommodations should not be used.

For Grade-Level Assessments, only some universal tools and accommodations appear on student test tickets. The ones that do are Braille, Large Print, Paper Based, Translation, Closed Captioning, Sign Language and Read Aloud.

DESE recommends that districts use the Student Tools/Accommodations Tracking Form (or a district version of it) so that Test Examiners have easy access to which universal tools and accommodations each student should receive during testing. Notes may need to be made to indicate use only on certain sessions for some universal tools and accommodations.

Considerations For Students With Disabilities (SWD)

For SWDs, it is important for IEP teams to identify what universal tools and accommodations are necessary to address a specific student need, and to document those needs on the student IEP. When selecting universal tools and accommodations for a student, care must be taken to ensure that what is chosen for use on state summative assessments mirrors what the student requires to access their regular instructional program. Not using a required support could disadvantage a student who needs such a support to access the material presented on an assessment. Likewise, introducing a new support (one not used otherwise during the student educational experience), could disadvantage a student by adding a learning curve at the time their skills are being assessed. The IEP team makes decisions regarding the universal tools and accommodations needed for instruction and assessment for a student with disabilities.

Note: Accommodations must be outlined as a need on the student's IEP in order to be accessed and used during state assessment administration. It is also important to note that while it is not required for some universal tools to be listed on an IEP for the student to access them, if they are required to meet a student's need based on disability, they should be documented on the IEP.

Considerations For English Learners (EL)

Although there is no mandatory planning document for EL students' needs, the act of discussing needed supports for an assessment is necessary. DESE recommends the following individuals be included when decisions are made about supports EL students may need:

- General education teachers (such as mathematics, science)
- Language educators (including EL/bilingual teachers)
- School and district staff such as counselors, reading specialists, school administrators
- Parents or guardians
- Students

It is particularly important for general education teachers to work with EL staff to meet the linguistic needs of this student group. To ensure that ELs are receiving appropriate supports for the classroom and the assessment, school personnel should consider the following when making decisions:

- Oral English language proficiency level
- English language proficiency literacy level
- Formal education experiences
- Native language literacy skills
- Current language of instruction
- Instructional tasks expected of students to demonstrate proficiency in grade-level content in state standards
- Appropriateness of accommodations for particular content areas

Administrative Considerations

Districts and schools have the authority to make administrative determinations for any student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools and districts in determining the conditions under which Grade-Level assessments can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted.

Examples:

- Familiar Test Administrator
- Specific Seating or Room
- Frequent Breaks or Short Segments
- Noise Buffers (Earmuffs, white noise, etc.)
- Music (While DESE has no rule opposing the playing of music in the classroom during testing, it should not be done during the listening section, or if students are using text-to-speech.). Students should not be listening to music on a personal device via a headset.

Invalidations

A student score may be invalidated by using specific accommodations. When a score is invalidated, that student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic. For Grade-Level Assessments, the following accommodations, even if in a student's IEP/504 Plan, will result in an invalidation:

- Use of a calculator in Grade 3 Mathematics
- Use of a multiplication table in Grade 3 Mathematics
- Use of Text-To-Speech, Human Reader, Assistive Technology or Native Language in grades 3–5 for the ELA Reading Passages

8.1 Universal Tools

Universal tools for use on the Grade-Level Assessment are available to ALL STUDENTS unless noted in the description. Please read the full description prior to usage.

Universal tools with a code that begin with the letter S need to be marked in the Portal on the student profile under the Accommodations tab prior to the assessment. Some universal tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).

Tool	Description	Code
Bilingual Dictionary	EL students may have access to a physical Bilingual Dictionary for use ONLY on the sessions of ELA that have a writing prompt. If the Bilingual Dictionary is electronic, it may not connect to the Internet. This tool must be chosen in the Portal under student accommodations prior to testing.	S431
Break (Pause)	All students may take breaks of up to 20 minutes as needed. Usage of breaks is determined by the test examiner. There is no limit on amount of breaks. The DRC INSIGHT student platform allows all students to pause the online assessment for up to 20 minutes. If the test is paused for more than 20 minutes, the student will have to log back in. If the need arises to move a student from one computer to another, pause the test and choose the exit button. The test will remain incomplete until the student logs back in and completes the test.	N/A
Calculator – Grades 6–8	The DRC INSIGHT student platform provides all students in Grades 6–8 access to an embedded calculator for use on the mathematics assessment. All students in Grades 6–8 may have access to a physical calculator for all mathematics sessions. Additionally, students taking any Science assessment may also have access to a physical calculator. The memory of the physical calculator must be cleared before and after testing by the test examiner. <i>Please Note: Calculator use in mathematics Grades 3–5 is an accommodation that must appear in a student's IEP/504 plan.</i>	N/A
Color Preferences – Online Testing	The DRC INSIGHT student platform provides all students access to adjust background or font color based on student needs or preferences.	N/A

Tool	Description	Code
Color Contrast – Paper Testing	All students taking the Paper Based assessment may have the test printed in different colors based on student needs or preferences. This tool must be chosen in the Portal under student accommodations prior to testing.	S102
Color Overlay	All students taking the Paper Based assessment may have a color transparency placed over the test presented to them based on student needs or preferences. This tool must be chosen in the Portal under student accommodations prior to testing.	S103
English Dictionary	All students may have access to a physical English Dictionary for use ONLY on the sessions of ELA that have a writing prompt. If the English Dictionary is electronic, it may not connect to the internet.	N/A
Grammar Handbook	All students may have access to a physical Grammar Handbook for use ONLY on the sessions of ELA that have a writing prompt. If the Grammar Handbook is electronic, it may not connect to the internet. The Grammar Handbook must be one that is published. It cannot be a district, school or classroom made handbook.	N/A
Graphing Tool	The DRC INSIGHT student platform provides all students access to an embedded graphing tool to graph functions.	N/A
Highlighter	The DRC INSIGHT student platform provides all students access to an embedded highlighter for marking desired text. All students may have access to a physical highlighter.	N/A
Line Guide	The DRC INSIGHT student platform provides all students access to an embedded line guide that brings focus to a single line of text.	N/A
Magnification	The DRC INSIGHT student platform provides all students access to magnify the screen by one and a half or two times the standard view. All students taking the Paper Based or Large Print assessments may have access to a physical magnifying device.	N/A

Tool	Description	Code
Magnification – Assistive Technology	Students who have low vision may attempt to use assistive technology software that magnifies the screen beyond the built-in capabilities of the embedded magnifier. <i>Please Note: The DRC INSIGHT student platform currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution such as using the built-in magnification, using a larger monitor or projecting the assessment on a screen or wall. Educators having difficulty selecting appropriate magnification or enlargement options should contact DESE Assessment.</i> This tool must be chosen in the Portal under student accommodations prior to testing.	S105
Mark For Review (Flag)	The DRC INSIGHT student platform allows all students to mark an item for review so that they may return to it at a later point in the testing session.	N/A
Masking – Online Testing	The DRC INSIGHT student platform provides all students access to an embedded masking tool to block off content that is not of immediate need or that may be distracting.	N/A
Masking – Paper Testing	All students taking the Paper Based or Large Print assessments may use a masking tool (such as blank paper) to block off content that is not of immediate need or that may be distracting. This tool must be chosen in the Portal under student accommodations prior to testing.	S107

Tool	Description	Code
Non-Accommodation Paper Based Assessment	Use this tool under the following scenarios: - For students without an IEP/504 plan that need to test off-site in a non-district building (e.g. hospital, juvenile facility, etc.), the student may use the Paper Based Assessment. - For EL students who are using Read Aloud – Native Language (S111), where the translator needs access to the assessment prior to administration to conduct translation services. Please see the section on Translation that follows the Tools/Accommodations lists for more information. - For students using Read Aloud – Human Reader (S043) where the examiner needs to read from a paper copy. Please see the section on Read Aloud that follows the Tools/Accommodations lists for more information. <i>Please Note: There is a \$15 charge to the district for each printed Paper Based assessment not required by an IEP.</i> This tool must be chosen in the Portal under student accommodations prior to testing.	S112
Protractor	The DRC INSIGHT student platform provides all students access to an embedded protractor on specific mathematics items where appropriate. All students may have access to a physical protractor for use on any mathematics assessment. Physical protractors should not be used for measurement purposes of items that appear on screen due to scaling issues.	N/A
Read Aloud	Please see the Read Aloud section after the universal tools/accommodations list.	
Read Aloud Test To Self	All students may read aloud the test to themselves, either in a one-on-one setting or by using a device (such as a whisper phone) that does not disturb other students or allow other students to hear what is being said. In order to ensure that use of this tool does not disturb other students, the use of this tool may need to be paired with the use of separate setting (S501).	N/A
Reference Sheet	The DRC INSIGHT student platform provides all students access to an embedded reference sheet on applicable assessments. Not all assessments have a reference sheet. Students may have physical copies of the reference sheets during testing. Copies of the reference sheets can be found in the appendices of the manuals.	N/A

Tool	Description	Code
Ruler	The DRC INSIGHT student platform provides all students access to an embedded ruler on specific items where appropriate. All students may have access to a physical ruler for use on any assessment. Physical rulers should not be used for measurement purposes of items that appear on screen due to scaling issues.	N/A
Scratch Paper (Notepad)	The DRC INSIGHT student platform allows all students access to an embedded notepad to make notes about an item. All students taking the online, Paper Based, Large Print or Braille assessments may have access to physical scratch paper to make notes about an item. Scratch paper can be blank, ruled, graph or grid paper. Physical scratch paper should be collected and destroyed IMMEDIATELY upon the conclusion of a testing session.	N/A
Scribe	Students who obtain a physical injury prior to testing that prevents them from responding may dictate their responses to a scribe. OR Students with physical disabilities that may prevent them from responding themselves may dictate their responses to a scribe. Examiners acting as a scribe must follow DESE scribing guidelines (https://dese.mo.gov/media/pdf/asmt-scribing-guidelines). <i>Please Note: With the exception of students who obtain a physical injury prior to testing, DESE does not recommend the use of Scribe for students who do not use it as part of their everyday learning in the classroom. The use of Scribe for some students can prove distracting and become a hindrance to student performance. The scribe should be familiar to the student and have scribing experience with the student in some capacity prior to the state assessment.</i> <i>This tool does NOT need to be marked for transcription of paper, Large Print or Braille Assessments into DRC INSIGHT.</i> This tool must be chosen in the Portal under student accommodations prior to testing.	S351
Separate Setting	All students may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group. This tool must be chosen in the Portal under student accommodations prior to testing.	S501

Tool	Description	Code
Strikethrough (Cross Off)	The DRC INSIGHT student platform allows all students access to an embedded tool to cross out answer options. This can help students more easily narrow their options for answering a test question.	N/A
Thesaurus	All students may have access to a physical Thesaurus for use ONLY on the sessions of ELA that have a writing prompt. If the Thesaurus is electronic, it may not connect to the internet.	N/A
Translation	<i>Please see the Translation section after the universal tools/ accommodations list.</i>	
Writing Tools	The DRC INSIGHT student platform provides all students access to an embedded set of writing tools on specific items where appropriate. The tools include the ability to bold, italicize and underline text, undo/redo typing, justify text left or center, and cut/copy/paste text the student has typed.	N/A

Table 8.1

8.2 Accommodations

Accommodations for use on the Grade-Level Assessment are available only to a student with an IEP/504 plan. Please read the full description prior to usage.

All accommodations need to be marked in the Portal prior to the assessment.

Accommodation	Description	Code
Abacus	Students with this accommodation in their IEP/504 plan may have access to an abacus. This accommodation must be chosen in the Portal under student accommodations prior to testing.	A391
Alternate Response Options	Students with this accommodation in their IEP/504 plan may respond to items using an alternate option, including specialized keyboards, mice, screens and other adaptive equipment. Prior to the use of this accommodation, districts should attempt to use the equipment with the Online Tools Training and/or Practice Test, to check for compatibility with the summative assessment. <i>Please Note: Due to the variety of adaptive equipment available, DRC cannot guarantee support for any specific device. Districts may need to find an alternative solution. The use of adaptive equipment should be familiar to the student and should be something used in the everyday classroom. Contact DRC Customer Support for any questions or assistance to ensure your assistive device is functioning as expected with testing.</i> This accommodation must be chosen in the Portal under student accommodations prior to testing.	A441
Braille	Students who are blind or have low vision and have this accommodation in their IEP/504 plan may access the assessment via a Braille version. Tactile overlays and graphics tools may be used to assist the student in accessing the content. <i>Please Note: Answers from students who access the assessment using the Braille format must be entered into the DRC INSIGHT student platform prior to shipping the Braille assessment back. Please follow the instructions found in the manuals.</i> This accommodation must be chosen in the Portal under student accommodations prior to testing.	A012

Accommodation	Description	Code
INVALIDATION Calculator – GRADE 3 ONLY INVALIDATION	INVALIDATION Students in grade 3 with this accommodation in their IEP/504 plan may have access to a physical calculator on mathematics items. The memory of the physical calculator must be cleared before and after testing by the test examiner. <i>Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic.</i> This accommodation must be chosen in the Portal under student accommodations prior to testing.	A392
Calculator – Grades 4–5	Students in grades 4 and 5 with this accommodation in their IEP/504 plan may have access to a physical calculator on mathematics items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner. This accommodation must be chosen in the Portal under student accommodations prior to testing.	A393
Closed Captioning	Students who are hard of hearing or deaf and have this accommodation in their IEP/504 plan may have access to Closed Captioning for ELA listening passages. This accommodation must be chosen in the Portal under student accommodations prior to testing.	A053
Large Print	Students who have low vision and have this accommodation in their IEP/504 plan may access the assessment via a Large Print version. <i>Please Note: Answers from students who access the assessment using the Large Print format must be entered into the DRC INSIGHT student platform prior to shipping the Large Print assessment back. Please follow the instructions found in the manuals.</i> This accommodation must be chosen in the Portal under student accommodations prior to testing.	A021

Accommodation	Description	Code
INVALIDATION Multiplication Table GRADE 3 ONLY INVALIDATION	INVALIDATION Students in Grade 3 with this accommodation in their IEP/504 plan may have access to a single digit multiplication table. <i>Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic.</i> This accommodation must be chosen in the Portal under student accommodations prior to testing. INVALIDATION	A394
Multiplication Table Grades 4–8 and EOC	Students in grades 4–8 with this accommodation in their IEP/504 plan may have access to a single digit multiplication table. This accommodation must be chosen in the Portal under student accommodations prior to testing.	A395
Paper Based Assessment	Students with this accommodation in their IEP/504 plan may take the assessment using the Paper Based format. <i>Please Note: Answers from students who access the assessment using the Paper Based format must be entered into the DRC INSIGHT student platform prior to shipping the paper assessment back. Please follow the instructions found in the manuals.</i> This accommodation must be chosen in the Portal under student accommodations prior to testing.	A102
Read Aloud (ELA Reading Passages)	Please see the Read Aloud section after the universal tools/accommodations list.	
Sign Language	The DRC INSIGHT student platform provides students who are hard of hearing or deaf and have this accommodation in their IEP/504 plan access to video American Sign Language (ASL) for the ELA listening passages. If the student uses another form of sign language or the preference is for a local translation into ASL, the signing of ELA listening passages will require the download of a script. The accommodation must be chosen in the Portal under student accommodations prior to testing.	A052

Accommodation	Description	Code
Specialized Calculator	Students with this accommodation in their IEP/504 plan may have access to a specialized calculator in place of a standard one. Types of specialized calculators include a talking calculator or Braille calculator among others. The memory of the physical calculator must be cleared before and after testing by the test examiner. For students in grades 3–5 taking the mathematics assessment, this accommodation must be used in conjunction with code A392 (Grade 3) or A393 (Grades 4–5). This accommodation must be chosen in the Portal under student accommodations prior to testing.	A396
Speech-To-Text – Assistive Technology	Students with this accommodation in their IEP/504 plan may use that technology in conjunction with the DRC INSIGHT student platform. The software must be provided by the district. <i>Please Note: The DRC INSIGHT student platform currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution such as the use of a scribe. If the use of Speech-To-Text software is required, see the Assistive Technology information located in section 8.3. The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.</i> This accommodation must be chosen in the Portal under student accommodations prior to testing.	A352

Table 8.2

8.3 Read Aloud

Read Aloud is a Universal Tool that allows the student to have test directions and items (questions and answer choices) in all content areas presented to them orally via Text-To-Speech or a Human Reader. The presentation of ELA Reading Passages via **Read Aloud** requires an IEP or 504 plan.

Read Aloud is available for students who can benefit from it including those who can decode but have poor comprehension skills and those who simply have not mastered decoding skills. This universal tool is designed for the student who is struggling with reading and is using this as an instructional strategy in the everyday classroom.

How To Determine If A Student Needs Read Aloud

Here are some questions in helping to make a determination:

- Does this student have an identified reading-based disability that affects the student's decoding, fluency or comprehension skills?
- Is there evaluative information indicating that, even after explicit and systematic reading instruction, the student's disability precludes or severely limits the student's ability to decode print?
- Has the student been provided systematic, explicit, research based reading intervention(s) to improve decoding skills?
- Would the student's functioning reading level affect their performance on a state test that does not measure reading comprehension?
- Is there evidence that the student's access to, and/or performance on, print-based tasks improves when information is presented to the student in auditory formats?
- Is the student provided instructional materials in auditory formats? Does the student use **Read Aloud** during formative assessments or during other assessments? If a student receives **Read Aloud** for instruction but not for formative assessments, it is likely that the student does not need **Read Aloud** for the state content assessments.
- When test items are read aloud for classroom assessments is every item read aloud or only items requested by the student?
- Does someone (e.g., teacher, paraprofessional, another student, and parent) regularly read aloud to the student in school?
- If the student is blind or low vision, has it been determined that their disability precludes or severely limits the ability to access and/or develop proficiency in Braille?
- If the student is hearing impaired, is there evidence demonstrating that the student's vision precludes or severely limits their ability to decode printed text, possibly due to other disabilities or long-term language deprivation in early childhood?

Additionally, time should be set aside to talk to the student about their reading skills and the need for **Read Aloud**. Asking whether it is easier to read for themselves or to listen to someone read may provide an indication that **Read Aloud** may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for **Read Aloud** even though they do not understand better when it is provided.

The test examiner may read one word per sentence to any student, regardless of the use of Read Aloud.

Should My District Assign This To All Students

Read Aloud for statewide testing should only be used for students who truly need it. There are some possible consequences for assigning this universal tool to all students. Some examples include:

- Providing **Read Aloud** to students who do not need it can have negative consequences for instruction and decoding and comprehension skills. For example, some educators might assume that students who receive **Read Aloud** no longer need to be instructed on decoding and fluency skills, which is clearly an inappropriate assumption.
- The use of **Read Aloud** for some students can prove distracting and become a hindrance to student performance.
- The data used when reviewing universal tools and accommodations will not be reflective of your everyday instruction.
- Districts who have attempted this route have found that their top students may not be using their strongest skill of reading and relying solely on what they heard.
- DESE has had parents contact us directly, concerned that the school was allowing or forcing their child to use Text-To-Speech, with the main concern of if the school is really telling them accurately how well their child can read.
- Assigning the tool will also put additional load onto your bandwidth even when the student does not use it.

Choosing The Correct Read Aloud Support

There are multiple ways to use the **Read Aloud** universal tool and accommodation.

Embedded **Text-To-Speech** technology – The computer reads to the student.

Human Reader – A human reader should:

- Be trained on the administration, security policies and procedures of the assessment.
- Have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student. Ideally, they are familiar with the student, and are typically responsible for providing this support during educational instruction and assessments.
- Read each question exactly as written, as clearly as possible.
- Strive to communicate in a neutral tone and maintain a neutral facial expression and posture.

- Avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions, as this would be a violation of test security.
- Not clarify, elaborate, assist, paraphrase, cue a student through uneven voice inflection, interpret or define any items, words, or instructions, as this would be a violation of test security.
- Not spell any words requested by the student.

Assistive Technology – DRC INSIGHT’s Permissive Mode secure browser is customized to work with assistive technologies, including third parties, that require screen overlays and/or do not work as expected in the standard secure browser. Prior to testing, districts should ensure that students’ assistive technologies function as expected within DRC INSIGHT. In the event a technology is blocked, select the Permissive Mode accommodation on the student’s participant record in the Portal to allow DRC INSIGHT’s Permissive Mode secure browser. Students using assistive technology should be familiar with the software and it should be used in the everyday classroom. The software must be provided by the district.

NOTE: Browser extensions are blocked for students using assistive technology reliant on browser extensions. Districts should make an effort to find an alternative solution.

Native Language – *Please see the section on Translation that follows this.*

Marking Read Aloud Codes

A student must have the accommodation listed in their IEP/504 plan in order to have reading passages in English Language Arts read aloud. Blind students who do not yet possess adequate Braille skills with this accommodation in their IEP/504 plan may have the ELA Reading Passages read aloud by a human reader.

Use of Text-To-Speech, Human Reader, Assistive Technology or Native Language for students in grades 3–5 for the ELA Reading Passages will cause an invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic. This excludes blind students who do not yet possess adequate Braille skills.

In order to be sure that the student correctly receives *Read Aloud*, the tool MUST be marked in the system AT LEAST 48 HOURS PRIOR TO ADMINISTRATION.

<u>READ ALOUD CODES</u> <u>Grades 3–5</u>	
Universal Tool/Accommodations	Code
Text-To-Speech (Not Including ELA Reading Passages)	S041
INVALIDATION Text-To-Speech (ELA Reading Passages) – GRADES 3–5 INVALIDATION	A040
Human Reader (Not Including ELA Reading Passages)	S043
INVALIDATION Human Reader (ELA Reading Passages) – GRADES 3–5 INVALIDATION	A041
Assistive Technology (Not Including ELA Reading Passages)	S042
INVALIDATION Assistive Technology (ELA Reading Passages) – GRADES 3–5 INVALIDATION	A042
Blind Students (ELA Reading Passages) – All Grades	A046
Native Language – <i>Please see the section on Translation that follows this.</i>	

Table 8.3

<u>READ ALOUD CODES</u> <u>Grades 6–8</u>	
Universal Tool/Accommodations	Code
Text-To-Speech (Not Including ELA Reading Passages)	S041
Text-To-Speech (ELA Reading Passages) – GRADES 6–8 and EOC	A043
Human Reader (Not Including ELA Reading Passages)	S043
Human Reader (ELA Reading Passages) – GRADES 6–8 and EOC	A045
Assistive Technology (Not Including ELA Reading Passages)	S042
Assistive Technology (ELA Reading Passages) – GRADES 6–8 and EOC	A044
Blind Students (ELA Reading Passages) – All Grades	A046
Native Language – <i>Please see the section on Translation that follows this.</i>	

Table 8.4

Text-To-Speech

To have items and answer choices read by the test platform, mark **Code S041** for the student(s). If the student has an IEP/504 plan that allows ELA Reading Passages to be read to them, then mark **Code A040** (Grades 3–5) or **Code A043** (Grades 6–8 and EOC). Text-to-Speech functionality can be given individually or in a group setting. Students will need to be provided headsets to listen.

Use of Text-To-Speech for students in grades 3–5 for the ELA Reading Passages (Code A040) will cause an invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic. This excludes blind students who do not yet possess adequate Braille skills.

Human Reader – Online Assessment

To have items and answer choices read by a human reader, mark **Code S043** for the student. If the student has an IEP/504 plan that allows ELA Reading Passages to be read to them, mark **Code A041** (Grades 3–5) or **Code A045** (Grades 6–8 and EOC).

Human Reader can be done individually or in a small group setting, so mark **Code S501** for separate setting. Assessments can be read either electronically or via a paper copy. If reading electronically, examiners can read directly off the screen of the student or off a second display attached to a system being used by a student.

To get a paper examiner copy to read from, mark **Code S112** for one student. Print a paper copy, and then unmark the code. This will send the student back to an online assessment. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.

Use of Human Reader for students in grades 3–5 for the ELA Reading Passages will cause an invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic.

Human Reader – Paper Assessment

To have items and answer choices read by a human reader, mark **Code S043** for the student. If the student has an IEP/504 plan that allows ELA Reading Passages to be read to them, mark **Code A041** (Grades 3–5) or **Code A045** (Grades 6–8 and EOC).

Human Reader can be done individually or in a small group setting, so mark **Code S501** for separate setting. Paper Based assessments can be read either directly off the student’s copy or via examiner paper copy. To get an examiner copy, print the student assessment twice. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.

Use of Human Reader for students in grades 3–5 for the ELA Reading Passages will cause an invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic.

Human Reader – Large Print/Braille Assessment

To have items and answer choices read by a human reader, mark **Code S043** for the student. If the student has an IEP/504 plan that allows ELA Reading Passages to be read to them, mark **Code A041** (Grades 3–5) or **Code A045** (Grades 6–8 and EOC).

Human Reader can be done individually or in a small group setting, so mark **Code S501** for separate setting. The Large Print/Braille kits come with a printed test book for the examiner to use. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the rest of the kit.

Use of Human Reader for students in grades 3–5 for the ELA Reading Passages will cause an invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic. This excludes blind students who do not yet possess adequate Braille skills.

Assistive Technology

To use assistive technology for Read Aloud, mark **Code S042** for the student. If the student has an IEP/504 plan that allows ELA Reading Passages to be read to them, then mark **Code A042** (Grades 3–5) or **Code A044** (Grades 6–8 and EOC). The student should test in a one-on-one setting. **Code S501** should be also marked for separate setting.

Use of Assistive Technology for students in grades 3–5 for the ELA Reading Passages will cause an invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic. See the Assistive Technology information located in section 8.3 for technical preparation details.

8.4 Translation

Translation for statewide testing should only be used with students who truly need it.

Any English Learner (EL) taking the online, Paper Based, Large Print or Braille assessments may have the test directions and items (questions and answer choices) in all content areas read aloud to them in their native language without an IEP/504 plan. In order to have reading passages in ELA read aloud in their native language, a student would need that accommodation listed in their IEP/504 plan.

Additionally, any EL taking the online, Paper Based, Large Print or Braille assessments may respond to the assessment in their native language. The answers would need to be translated and transcribed into the system.

How To Determine If The Student Needs Translation

Here are some questions you can ask about the student to help make a determination:

- Does the student have an overall WIDA ACCESS score of 3 or lower?
- Has the student attended a school where their first language is the primary language of instruction?
- Has the student ever received instruction in their first language?
- Is the student receiving translation as part of their everyday instruction?
- Does the student perform better when class assignments or assessments are translated?

Additionally, time should be set aside to talk to the student about their reading skills and the need for **Translation**. Asking whether it is easier to read for themselves in English or to listen to someone read in their native language may provide an indication that **Translation** may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for **Translation** even though they do not understand better when the accommodation is provided.

When Using A Translator...

- Translation cannot be provided by any service that requires internet connection. If a translator cannot be found, due to scarcity of the language, contact DESE Assessment for options.
- The translator cannot be a friend or family member of the student.
- The district must train the translator just as they would a test examiner.
- If the translator is not a district employee, a trained examiner from the district must act as proctor.
- Any associated costs involved in translation are paid for by the district. Title III money **CANNOT** be used to hire translators for statewide assessments.
- The district must find and contract with the translator on their own. DESE does not require or promote the use of any individual company. A partial list of companies that provide translation services can be found on the DESE Assessment page.

Marking Translation Codes

The assessment can only be read to the student in their native language by a human reader. There is no native language Text-To-Speech option.

A student must have the accommodation listed in their IEP/504 plan in order to have reading passages in ELA read aloud in the native language.

Use of Native Language for students in grades 3–5 for the ELA Reading Passages will cause an invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic. This excludes blind students who do not yet possess adequate Braille skills.

Blind EL students who do not yet possess adequate Braille skills with this accommodation in their IEP/504 plan may have the ELA Reading Passages read aloud by a human reader.

TRANSLATION CODES		
Universal Tool/Accommodation	Code	Also Mark
Read Aloud In Native Language (Not Including ELA Reading Passages) Reading the assessment in a student's Native Language is given individually or in a small group setting, so mark Code S501 for separate setting. If you do not read directly off the student's copy, then after testing is complete, mark the copy you read from as an "Examiner Copy" and send it back to the vendor with the other student Paper Based assessments.	S111	S501
INVALIDATION Read Aloud In Native Language (ELA Reading Passages) – GRADES 3–5 Use of Native Language for students in grades 3–5 for the ELA Reading Passages will cause an invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic. Reading the assessment in a student's Native Language is given individually or in a small group setting, so mark Code S501 for separate setting. If you do not read directly off the student's copy, then after testing is complete, mark the copy you read from as an "Examiner Copy" and send it back to the vendor with the other student Paper Based assessments. INVALIDATION	A111	S501
Read Aloud In Native Language (ELA Reading Passages) – GRADES 6–8 and EOC Reading the assessment in a student's Native Language is given individually or in a small group setting, so mark Code S501 for separate setting. If you do not read directly off the student's copy, then after testing is complete, mark the copy you read from as an "Examiner Copy" and send it back to the vendor with the other student Paper Based assessments.	A112	S501
Blind EL Students (ELA Reading Passages) Reading the assessment in a student's Native Language is given individually or in a small group setting, so mark Code S501 for separate setting. The Braille kit includes a Paper Based copy of the assessment for the test examiner to use for Read Aloud.	A046	S501

TRANSLATION CODES		
Universal Tool/Accommodation	Code	Also Mark
Translation Of Student Responses (Student Responds In Native Language) Translating student responses from their Native Language is done in an individual setting, so mark Code S501 for separate setting.	S109	S501
Printing A Paper Copy If a translator needs access to the assessment prior to testing to conduct translation services of technical terms, or a paper copy is needed to conduct Read Aloud in Native Language, mark this code in conjunction with the appropriate codes above. Mark Code S112 for the student. Print a paper copy. This will send the student back to an online assessment. After testing is complete, mark that copy as an "Examiner Copy" and send it back to the vendor with the other student paper assessments.	S112	

Table 8.5

9.0 Administration Portal

The Portal hosts the Missouri Assessments. Through this system, Missouri educators are able to:

- Review documentation and training.
- Download secure materials.
- Download software.
- Provide enrollment information, including orders for Large Print and Braille test books.
- View and update student data prior to testing, including indicating any accommodations or universal tools that will be used.
- Place students into test sessions and print Student Test Tickets.

Details are provided in the *Portal User Guides*, which are available on the **Documents** page of the Portal.

9.1 Login/Username/Password

Existing users can use their username and password to log into the Portal. New users will receive a system generated email with their username (email address) and a link. Clicking the link displays a screen that allows you to choose your password. If you cannot remember your login information, click on the Forgot your username or password link above the login button. If you continue to have issues, contact the MAP Service Line at MAPHelpdesk@datarecognitioncorp.com or 1-800-544-9868.

9.2 Home Page

The Welcome Page is where you enter your username and password to access the various functions of the portal.

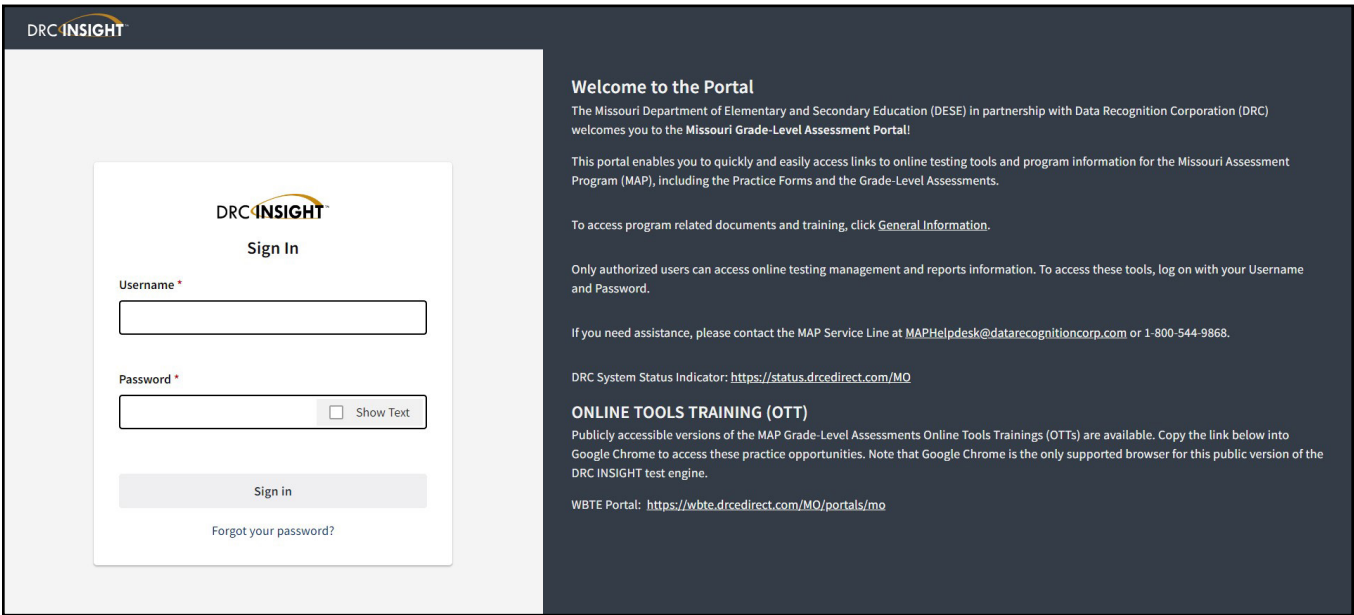


Figure 9.1

Once logged in, click on the My Applications option to display a menu bar containing various Portal functions that you have permission to use. There are also buttons and tabs on the Welcome Page to quickly access various functions.

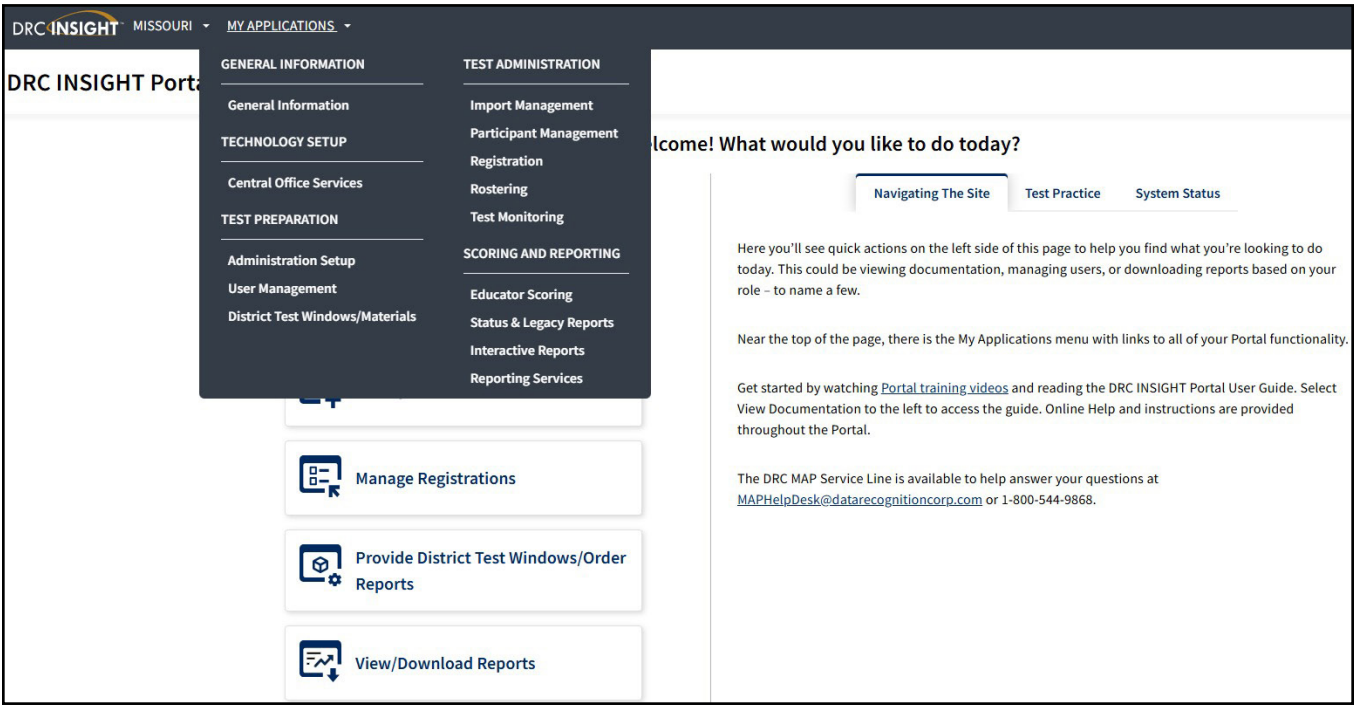


Figure 9.2

Under General Information, Announcements will be posted throughout the year regarding the assessment. Under Documents, is where you will find the *Portal User Guides*, Training Modules, and various other documents pertaining to the assessment.

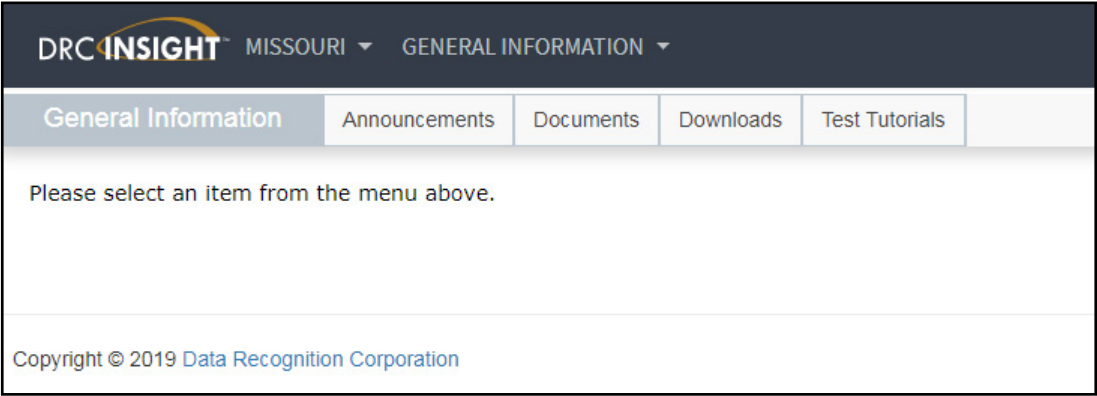


Figure 9.3

9.3 User Accounts

For more details about User Accounts, please see the *Portal User Guide* located under Documents on the Portal.

Roles/Permissions

User accounts within the Portal have different permissions or authorities depending on what role has been assigned to them. The roles are assigned by user login so that once a user signs into the system, the role and permissions are assigned automatically. A list of those roles and a definition of the permissions for each role is below.

DTCs can add or edit users at or below their level as needed to allow specific individuals the rights they need for accessing their students' information.

- DTC – District Test Coordinator
- STC – School Test Coordinator
- DITC – District IT Coordinator
- TE – Test Examiner

Portal Menu	Permission Name	Allows User To...	Permission Set by Role			
			DTC	STC	DITC	TE
General Information	Documents – View	View manuals, presentations, and other documents	X	X	X	X
	Downloads – Online Testing – Secured Resources	View secure online testing software downloads	X	X	X	
Technology Setup	Test Setup – Central Office Services	Configure a computer, iPad, or Chromebook device for testing	X	X	X	
User Management – User Administration	Administrator	Add/edit user accounts and profiles	X	X		
	Administrator – Mass Assign Role	Upgrade multiple User Profiles to a higher role	X	X		
Materials – Enrollments	Enrollment	Identify testing windows; order printed ISRs and report labels	X			
	Manage Shipments	Update shipping contact and address information	X			
Materials – Accountability Form	Materials	Access the Materials Accountability grids	X	X		X*
	Materials – Accountability – User Information Report	Access a report displaying all users who clicked the 'Complete' button	X			
Materials – Additional Materials	Materials – Additional	Access additional materials screens	X			
	Materials – Additional – View/Edit	Enter, view, and modify Additional Materials orders	X			

Portal Menu	Permission Name	Allows User To...	Permission Set by Role			
			DTC	STC	DITC	TE
Participant Management	Participant – Search/View	Search and view student data.	X	X		X
	Participant – Add/Edit	Add and edit student demographic information	X	X		X*
	Participant – Download	Download a list of student information	X	X		
	Participant – Transfer	Transfer a student to another site	X			
	Participant – Transfer Approve	Review transfer requests and confirm or deny	X			
	Participant – Transfer Request	Search and request a record to be transferred	X			
Import Management	Import Management	Import participants using a specified file layout	X	X		
Registration	Test Setup	Access Test Setup	X	X	X	X*
	Registration – Search/View	Search and view registrations, view testing status information, view/print test tickets	X	X		X*
	Registration – Add/Edit	Add, edit, and delete registrations	X	X		X*
	Registration – Print Test	Print a PDF version of the test for students needing a paper based assessment	X	X		
	Registration – Edit Accommodations	Update accommodations within a test session	X	X		
	Registration – Edit Testing Codes	Update testing codes within a test session	X	X		
	Test Tickets – Unlock	Unlock a test ticket after the student's test status is Completed or Locked.	X			
Test Monitoring	Test Monitoring – Access	Monitor student testing activity	X	X		X
Reporting Services – Operational Dashboard	OPD – Test Status	View test and student status	X	X		
Status & Legacy Reports – Status Reports	Status Reports – District Reports	Access reports that display various district- and school-testing activity	X			
Status & Legacy Reports – Online Testing Statistics	Online Testing Statistics	Track online testing activity	X			

Portal Menu	Permission Name	Allows User To...	Permission Set by Role			
			DTC	STC	DITC	TE
Interactive Reports/ Reporting Services	DRC IRS – Access <i>Users must have this permission in order to use any other Interactive Reports permissions.</i>	Access Interactive Reports	X	X		
	DRC IRS – District	Access district level Interactive Reports	X			
	DRC IRS – School	Access school level Interactive Reports	X	X		
	DRC IRS – Teacher	Access school level Interactive Reports	X	X		

* Assigning these permissions to Test Examiners is not required.

Table 9.1

Creating

A User can be added under the User Administration option. Select Add Single User tab and fill out the required fields. Select the permissions and save.

User Administration

Edit User
Add Single User
Upload Multiple Users

** Indicates required fields*

First Name

Middle Initial

Last Name

STC

User

Email Address

STC@drcexample.com

Administration

User Role

School

District

School

DRC Use Only - Sample Distr

DRC Use Only - Portal Sampl

Permission-set

School

Tip: When you select a permission, its description will display below the list

Available Permissions

Assigned Permissions

Administrator
Administrator - Mass Assign Role
Documents - Delete
Documents - Upload
Documents - View
DRC IRS - Access
DRC IRS - District
DRC IRS - EPM
DRC IRS - School
DRC IRS - State
DRC IRS - Teacher

To see the description, select a permission

Save

Figure 9.4

Editing

Select the Edit User tab to edit permissions assigned to a user.

Edit User

First Name

Ima

Last Name

User

Email Address

imauser@datarecognitioncorp.com

Permissions

Administration	Role	District	School	Action
	State			 

Add

Reset User

Inactivate

Close

Figure 9.5

Inactivate

To inactivate a user, find the user under the Edit User tab. Click the Inactivate icon under the Action column.

User Administration

Edit User

Add Single User

Upload Multiple Users

Instructions

Filters are required. See Instructional Text if unsure how to filter

Administration

User Role

District

School

First Name

Last Name

Email

Find User

Clear

Users

Profiles

User Accounts

Last Name	First Name	Email Address	Action
☐ Demo	Train	train@demo.com	  
☐ Train	DTC	training@test.com	  

Figure 9.6

Administration Portal

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9.4 Participant Management

From the Participant Management menu, users can search for, add, edit, and transfer participants (students) and update accommodations. For further details on Participant Management, see the *Portal User Guide* located under Documents in the Portal.

Participant Management

Academic Session: 2025 - 2026

Enroll Participant

Update Accommodations

Transfer Participants

Figure 9.7

Participants can be added manually into the Portal in two ways: adding in a single participant or adding in a group of participants.

Manual Addition – Single Participant

Select a school from the **Select a Site** option. Confirm the academic session and click **Enroll Participant**. Search for the participant to check if they already exist in the system by entering their information and click on Search. To add the participant click on **Go to Create**. Enter the participant’s information in the required fields and click **Save** or **Save & Add Another** if you have more participants to add.

CancelSaveSave & Add Another

DetailsAccommodationsAssessmentsAudit

Testing Program *

☐ EOCEOC☐ Grade-LevelGrade-Level

First Name *Middle NameLast Name *

Test

Student

MOSIS ID *SuffixDate of Birth *

1313131313

11-26-2013

Grade *Gender *

Race *

☐ American Indian or Alaska Native☐ Asian☐ Black or African American☐ Hispanic or Latino☐ Native Hawaiian or Other Pacific Islander☐ White

Figure 9.8

Manual Group Addition

To add multiple participants at once, you can upload a file on the Import Management page. Download the sample file and complete it for the participants you want to add. A file layout and further instructions can be found by clicking the Question Mark (?) icon. Click on the Start New Import button, complete the fields, and click Browse to upload the file. Click on the Start Import button to import the files. After the file has been validated and there are no errors, the participants will be in the system and can be added to test sessions.

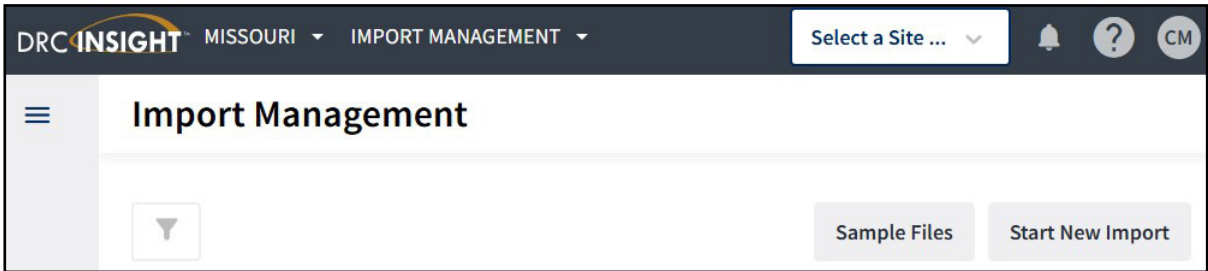


Figure 9.9

Editing Participants

Once participants appear under Participant Management, their information can be edited by selecting the participant you want to edit. You can edit the participant detail information, edit accommodations, view test sessions they are assigned to, and view test session status information.

Administration Portal

Cancel Save

Details Accommodations Assessments Audit

Testing Program *

☒ EOC

☒ Grade-Level

First Name * Middle Name Last Name *

Test [] Student

MOSIS ID * Suffix Date of Birth *

1313131313 [] 11-26-2013

Grade * Gender *

06 Female

Race *

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☒ Hispanic or Latino

☐ Native Hawaiian or Other Pacific Islander

☐ White

Figure 9.10

Marking Tools/Accommodations For A Single Participant

Go to Participant Management and click on Select a Site to search for the school and click Save. Select the participant from the list that populates. Select the Accommodations tab to update accommodations for the participant. Click save when complete.

Test Student

District: Drc Use Only - Sample District
Site: Drc Use Only - Eis Sample School - 9998
Academic Session: 2025 - 2026

CancelSave

DetailsAccommodationsAssessmentsAudit

Search Accommodations

Accommodations	English Language Arts	Mathematics	Science	Social Studies	Personal Finance
Paper Based Assessment (A102)	☐	☐	☐	☐	☐
Paper Based Braille (A012)	☐	☐	☐	☐	☐
Paper Based Large Print (A021)	☐	☐	☐	☐	☐
Non-Accommodation Paper Based Assessment (S112)	☐	☐	☐	☐	☐
Read Aloud (Text-To-Speech Not Including ELA Reading Passages) (S041)	☐	☐	☐	☐	☐
Read Aloud (Text-To-Speech Including Reading Passages Gr 3-5 A040 or Gr 6-8, EOC A043)	☐	N/A	N/A	N/A	N/A
Read Aloud (Assistive Technology Not Including ELA Reading Passages) (S042)	☐	☐	☐	☐	☐
Read Aloud (Assistive Technology Gr 3-5 Including Reading Passages) (A042)	☐	N/A	N/A	N/A	N/A
Read Aloud (Assistive Technology Gr 6-8 and EOC Including Reading Passages) (A044))	☐	N/A	N/A	N/A	N/A
Read Aloud (Human Reader Not Including ELA Reading Passages) (S043)	☐	☐	☐	☐	☐

Figure 9.11

Marking Tools/Accommodations For Multiple Participants

Go to Participant Management and click on Select a Site to search for the school with the participants you need to update and click Save. Use the check boxes to select multiple participants, then click the Update Accommodations button. Choose the button to Assign or Remove Accommodations. Once the accommodations have been selected, click Update to apply them to the selected participants. There is also an option to import an accommodations file. Click the Question Mark (?) icon for more information.

9.5 Registrations

From the Registration menu in the Portal you can create a Registration and Register Participants for an Assessment. A registration is a grouping of participants who will take the same assessment. A registration is created to associate participants with a particular class/ Test Examiner and to generate test tickets/login credentials for the testers.

Registration

View Registrations

Registration Windows and Schedules

Create Registration

Registered Participants

Print All Tickets

Export Details

Click on the table refresh button to view status updates

☐ REGISTRATION NAME ↕	ASSESSMENTS ↕	STATUS ↕	ASSESSMENT WINDOW ↕	PARTICIPANTS ↕
☐ 4	Gr 8 - Science	Not Started	11-07-2024 - 07-31-2025	1
☐ Troy312del	Gr 5 - Science	In Progress	11-07-2024 - 07-31-2025	1

Figure 9.12

Populating Registrations

Under Registration, click on Select a Site to search and select a school. Click on Create Registration and enter the registration name. Click on Select Assessment to select the assessment and then click Add. Click on Select Participants, place a check mark in the box next to the participants you want to add to the registration and then click Add and finally click Register. You also have the option to import registrations. Click the Question Mark (?) icon for more information.

Administration Portal

View Registrations

Registration Windows and Schedules

Create Registration

Registered Participants

Registration Name *

Assessment(s) *

Select Assessment(s)

Participant(s) *

Select Participant(s)

Cancel

Register

Figure 9.13

9.6 Ordering Large Print and Braille Materials

Large Print and Braille materials are ordered in the Portal during the additional materials ordering window, see section 3.1 for ordering window timelines. DTCs will place their order in Additional Materials under the Materials menu. Details on ordering materials is located in the *Portal User Guide* located under Documents in the Portal.

Search Additional Materials

Instructions

* Indicates required fields

Administration

District

School

Status

Order #

Request #

Find Orders

Add Order

Export Orders

Figure 9.14

9.7 Printing Materials

Printing Test Tickets

Under Registration, click View Registrations. Select the registration name(s) you want to print and click Print All Tickets. If you only want to print the tickets for a single participant, use the filter panel to find the participant and click Print Selected Tickets. Download or print the files from the window that opens. You will be prompted to choose ticket formatting options, including the number of tickets to print per page. When you have selected your preferences, click Print to generate the tickets PDF.

Print All Tickets

Unlock All Locked Tests

☐	PARTICIPANT NAME ↑	ACTION	USER NAME ↕	PASSWORD ↕	ASSESSMENT ↕	ACCOMMODATIONS ↕	STARTED ↕
☐	VangNewTest, NewTestSession	⋮	NVANGNEWTES1	EAST8875	Science Part 1		
☐	VangNewTest, NewTestSession	⋮	NVANGNEWTES1	EAST8875	Science Part 2		
☐	VangNewTest, NewTestSession	⋮	NVANGNEWTES1	EAST8875	Science Part 3		

Figure 9.15

Print Selected Tickets

Unlock All Locked Tests

☒	PARTICIPANT NAME ↑	ACTION	USER NAME ↕	PASSWORD ↕	ASSESSMENT ↕	ACCOMMODATIONS ↕	STARTED ↕
☒	VangNewTest, NewTestSession	⋮	NVANGNEWTES1	EAST8875	Science Part 1		
☐	VangNewTest, NewTestSession	⋮	NVANGNEWTES1	EAST8875	Science Part 2		
☐	VangNewTest, NewTestSession	⋮	NVANGNEWTES1	EAST8875	Science Part 3		

Figure 9.16

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Administration Portal

Which Tools/Accommodations Appear on Test Tickets

Even when marked in the Portal, not all tools/accommodations will be displayed on test tickets. The following are the only tools and accommodations that will appear on a test ticket. For descriptions of these Tools/Accommodations, see section 8.0.

Tool/Accommodation	Code	Ticket Abbreviation
Braille	A012	Braille
Large Print	A021	LargePrint
Paper Based Assessment	A102	PaperBased
Sign Language	A052	A052
Closed Captioning	A053	A053
Translation	S109	S109
Read Aloud (Not Including ELA Reading Passages) – Text-To-Speech	S041	TTS
Read Aloud (Grades 3–5 ELA Reading Passages) – Text-To-Speech	A040	TTSPASSAGE
Read Aloud (Grades 6–8 and EOC ELA Reading Passages) – Text-To-Speech	A043	TTSPASSAGE
Read Aloud (Not Including ELA Reading Passages) – Human Reader	S043	S043
Read Aloud (Grades 3–5) (ELA Reading Passages) – Human Reader	A041	A041
Read Aloud (Grades 6–8 and EOC) (ELA Reading Passages) – Human Reader	A045	A045
Read Aloud (Not Including ELA Reading Passages) – Assistive Technology	S042	S042
Read Aloud (Grades 3–5) (ELA Reading Passages) – Assistive Technology	A042	A042
Read Aloud (Grades 6–8 and EOC) (ELA Reading Passages) – Assistive Technology	A044	A044
Read Aloud (Not Including ELA Reading Passages) – Native Language	S111	S111
Read Aloud (Grades 3–5) (ELA Reading Passages) – Native Language	A111	A111
Read Aloud (Grades 6–8 and EOC) (ELA Reading Passages) – Native Language	A112	A112
Read Aloud (ELA Reading Passages) – Blind Students	A046	A046

Table 9.2

Printing Rosters

A Testing Roster is included with all test ticket PDFs. The Roster begins on page 2 of the test ticket PDF. The Roster provides a list of participants (students), MOSIS IDs, usernames/ passwords, and any accommodations listed in the chart in the previous section.

Printing Paper Tests

For special circumstances that require students to test on paper, a Paper Based edition is a part of the test delivery system. To activate the Paper Based edition print function, districts access the Participant Management feature in the Portal to mark the applicable accommodation and code for students who require the paper version of the test. Once accommodations are assigned, the Portal generates the paper version.

A unique barcode number will become embedded into the electronic version on each page of the Paper Based form. During local printing, the embedded barcode number will print along with each page of the Paper Based edition. Each barcode number will be unique to a student for the purposes of linking the printed form to the student’s record in the master database. Barcode numbers will be recorded and associated with each student’s record.

To print the Paper Based version, go to the Registration menu in the Portal to find the registration with the students that need a printed test. Click on the Registration Name and click the vertical ellipsis (three dots) in the Action column and select Print Paper Test. A pop-up window will open informing the user the number of times the test has been printed. Click Print to print the test. Once the Print button is clicked, a new tab will open containing the participant’s test. Use the Print All Paper Tests button if there are multiple participants that have the Paper Based accommodation. For further details on Printing Paper Tests, select the Question Mark (?) icon to launch the online help guide or see the *Portal User Guide* located under Documents in the Portal.

NOTE: The Portal does not allow Missouri users to print individual items.

☐	PARTICIPANT NAME ↑	ACTION	USER NAME ↕	PASSWORD ↕
☐	Saltfivea, Studfivea		SSALTFIVEA1	JURY6735
☐	Saltfivea, Studfivea		SSALTFIVEA1	JURY6735
☐	Saltfivea, Studfivea		SSALTFIVEA1	JURY6735

Figure 9.17

Printing Listening Passage Transcripts

The use of some tools/accommodations requires access to a printed copy of the listening passage transcript for ELA. The transcript will need to be downloaded and printed at the local level. The transcripts are secure; do not allow unauthorized persons to access them. Maintaining the security of all test materials is crucial to obtaining valid and reliable test results. Therefore, test materials including listening passage transcripts must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

NOTE: The DTC must contact the MAP Service Line to request access to listening passage transcripts. The customer service agent will provide instructions on how to download and print the listening scripts.

9.8 Additional Features

Setting Test Windows

DTCs submit their district’s projected testing window via Enrollments in the Portal during the Enrollments window, see section 3.1 for enrollment window timelines. Under the Materials menu, select the Enrollment tab. Select the administration and click on Show Enrollments.

The screenshot shows the 'Accommodated Materials' section of the Administration Portal. At the top, there are tabs: 'Materials', 'Accountability Form', 'Additional Materials', and 'Enrollments'. The 'Enrollments' tab is active. Below the tabs, the title 'Accommodated Materials' is displayed. A red asterisk indicates required fields. The form contains three dropdown menus: 'Administration' (with a red asterisk), 'District' (set to 'DRC Use Only - Sample'), and 'School' (set to '(All)'). A blue button labeled 'Show Enrollments' is located at the bottom left of the form.

Figure 9.18

Further details on Enrollments are in the *Portal User Guide* located under the Documents in the Portal.

Marking EL Less Than 12 Months

Go to the Registrations page and under View Registrations, select the Registration Name that the participant is in that requires a testing code or you can search for the participant under Registered Participants. Next to the participant you wish to edit, click the vertical ellipsis (three dots) in the Action column and select Testing Codes. A pop-up window will open. Select the appropriate testing code from the drop down list and click Save when complete. A participant must be assigned to a registration before the option to select Testing Codes will appear.

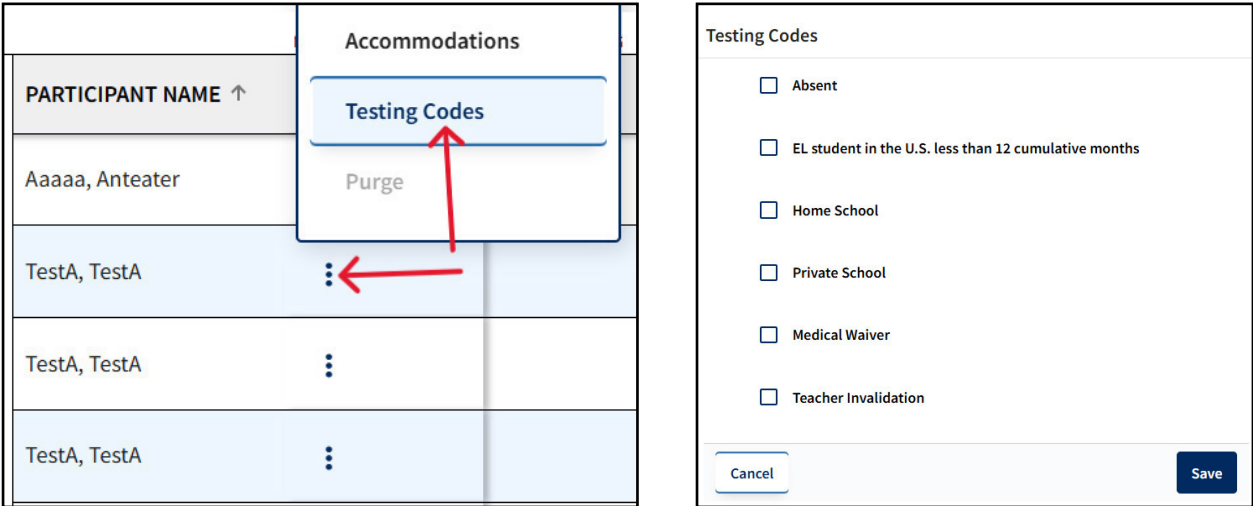


Figure 9.19

Marking Testing Codes

Go to the Registrations page and under View Registrations, select the Registration Name that the participant is in that requires a testing code or you can search for the participant under Registered Participants. Next to the participant you wish to edit, click the vertical ellipsis (three dots) in the Action column and select Testing Codes. A pop-up window will open. Select the appropriate testing code from the drop down list and click Save when complete. A participant must be assigned to test sessions in the Portal before the option to select Testing Codes will appear.

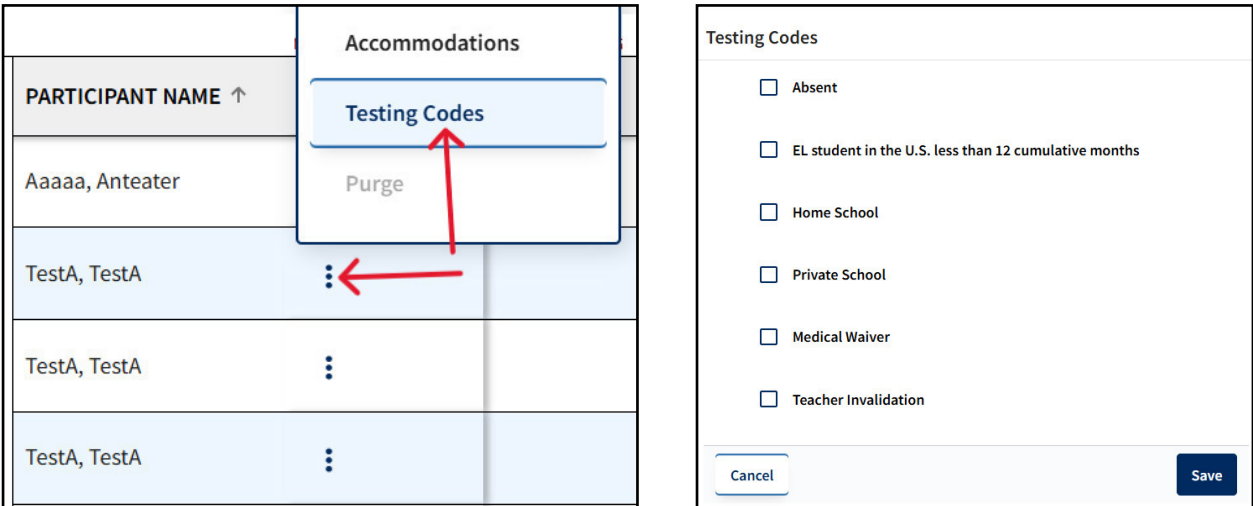


Figure 9.20

Test Book Accountability

District Test Coordinator

For every building administering a Large Print, Braille, or Paper Based assessment, the DTC needs to complete the Accountability Form located under the Materials section of the Portal. Reference the *Portal User Guide* for specific instructions. Complete the following steps for each building before distributing materials to the STC:

1. Confirm the box count of the Large Print and Braille testing materials shipment from DRC (e.g., Box 1 of 5 through Box 5 of 5).
2. Verify the security barcode numbers of the test books against the packing list.
3. Record the number of test books listed on the packing list and the number of Paper Based tests that were downloaded on the Accountability Form.
4. Report any discrepancies to DRC's dedicated MAP Service Line at 1-800-544-9868 between the hours of 7:00 A.M. and 6:00 P.M. Central Time, Monday–Friday.

School Test Coordinator

After receiving the testing materials from the DTC, complete the following steps:

1. Verify that security barcode numbers printed on the Large Print and Braille test books match the numbers listed on the packing list (located in Box 1 of the building's shipment).
2. Confirm that the proper accommodation code is marked in the Portal.
3. Complete the Accountability Form, following the directions in the *Portal User Guide*.
4. Document any Large Print and Braille security barcode discrepancies.
5. Notify the DTC of any discrepancies immediately.
6. If any student is taking a MAP Grade-Level Assessment out of district/building, or if the student is homebound, note the barcode number of the test book before delivering it to the testing site to ensure proper accounting of all test books when they are returned to the district.
7. Ensure all test books and Paper Based tests have been accounted for before they are shipped to DRC.
8. Follow the procedures in the Contaminated Materials section of this manual for any contaminated test materials.
9. Maintain the Accountability Form during the test administration. Include information regarding Paper Based materials that were downloaded but not printed at the bottom of the form.

Test Examiner

Count the number of Large Print and Braille books received and assign each test book to a student. Write the student's name and MOSIS ID on the front of each test book.

Document this information in preparation for returning the test books to the STC.

9.9 Tracking Student Progress

The Operational Dashboard contains Test Status and Student Status. The Test Status report provides the current state of online testing within an administration. The Student Status report provides the test status for each registered student, along with other related testing information. To access these reports, select Reporting Services from the My Applications Menu and click on Operational Dashboard menu option.

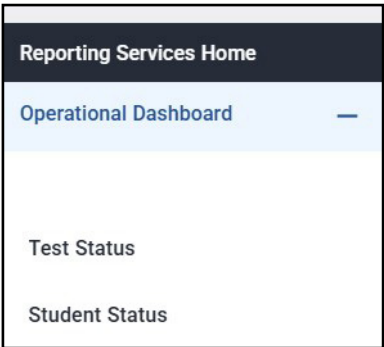


Figure 9.21

To view the test status by school, select the Test Status option under Operational Dashboard. Complete the required information and select submit. The Test Status Dashboard will populate. The top half of the report shows the overall school status. The bottom half of the report has three options to display: Status by Session, Status by Test, Status by Percent. Click on any of the buttons to display a report.

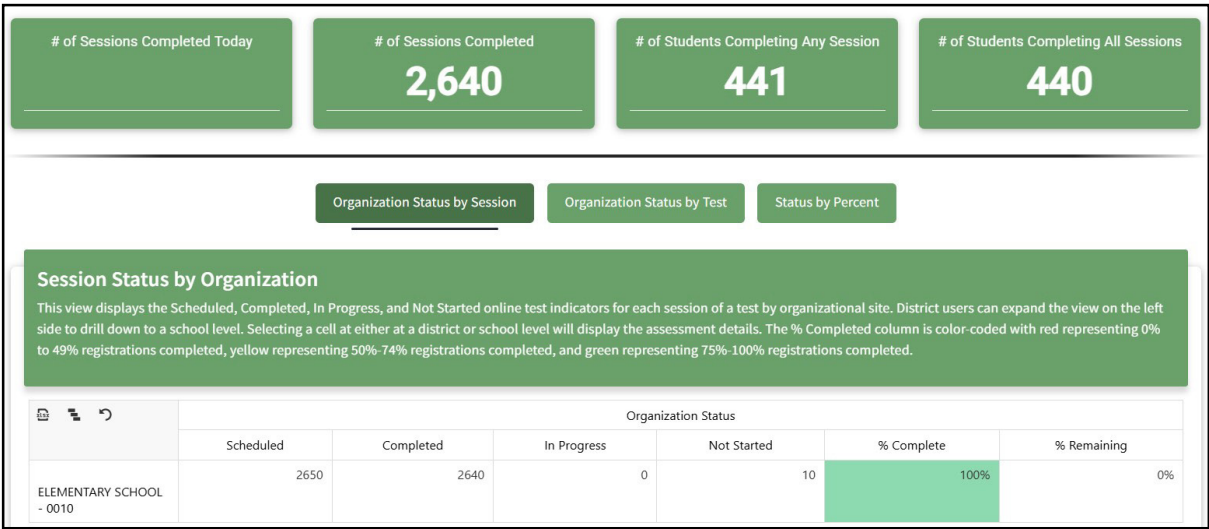


Figure 9.22

To view the student status by school, select the Student Status option under Operational Dashboard. Complete the required information and select submit. The Student Status report displays in a table format. It shows the test status for each student, including start/end times, the ticket status, assigned accommodations, and excessive logins. Click on the Export all data to Excel button above the table to download the report.

Grade 13	Content Area 13	Assessment	State Student ID	District Student ID	Last Name 14	First Name 15	Date of Birth	Test Status	Accommodations	Time Span (minutes)	Test Started Date/Time (s in Central Time)	Test Ended Date/Time (s in Central Time)	Total Score/Logins per Student/Session
06	English Language Arts	06 English Language Arts					9/28/2012	Completed		27	4/2/2025, 8:55 AM	4/2/2025, 9:22 AM	
06	English Language Arts	06 English Language Arts					9/28/2012	Completed		24	4/3/2025, 8:33 AM	4/3/2025, 8:57 AM	
06	English Language Arts	06 English Language Arts					9/28/2012	Completed		56	4/4/2025, 8:40 AM	4/4/2025, 9:36 AM	
06	English Language Arts	06 English Language Arts					9/28/2012	Completed		17	4/2/2025, 9:58 AM	4/2/2025, 10:13 AM	
06	Math	06 Math					9/28/2012	Completed		35	3/18/2025, 8:48 AM	3/19/2025, 9:23 AM	
06	Math	06 Math					9/28/2012	Completed		39	3/20/2025, 8:35 AM	3/20/2025, 9:14 AM	
06	Science	06 Science					9/28/2012	Completed		35	4/8/2025, 8:35 AM	4/8/2025, 9:10 AM	
06	Science	06 Science					9/28/2012	Completed		33	4/9/2025, 8:37 AM	4/9/2025, 9:10 AM	

Figure 9.23

9.10 Reports

The Student Roster, Individual Student Reports (ISRs), Student Report Labels, and Summary Reports are found in the Portal under the Reporting Services menu (shown below). Select View Reports to access the Student Report Labels and multiple ISRs. Single student ISRs can be accessed from the Roster. For further details on accessing, downloading, and printing the reports, please see the *Portal User Guide* located in the Portal under Documents and on the Reporting Services site under Quick Links. Additional reporting tools are available, see *Portal Training – Reporting Services* on the MO Vimeo Page. Practice Forms reports are found in the Portal under Interactive Reporting, please see the *Portal User Guide* for more information.

Reporting Services Home
Operational Dashboard +
Student Results +
Summary Results +
Batch Download +
View Reports
Manage Reports
DRC INSIGHT Home

Missouri Home

Overview

The Reporting Services application allows you to access End-Of-Course Summative score reports. Use the menu in the upper left to select a type of report.

Student Results contains Rosters and Lexile Quantile Rosters.

Summary Results contains Item and Comparison Summary reports. The Comparison Summary report will include Course and Reporting Category information.

Batch Download contains Individual Student Reports.

View Reports contains complete files of Individual Student Reports and Student Report Labels.

Please note:

Figure 9.24

Student Roster

The Student Roster shows scale scores for the overall content area and at the individual reporting category.

To access the Student Roster click on Roster. For complete instructions on how to export/print the Roster please see the *Portal User Guide* located in the Portal under General Information > Documents.

Individual Student Reports (ISRs)

To open the ISR, click on a student name on the Roster Report. You can download or print the ISR once open. To access multiple ISRs, click on View Reports. Select a site to view and the administration. Click on the grade level you want to view. You can download or print the ISRs once opened.

Districts have the option to order printed ISRs for a flat fee of \$350. Districts will receive two printed copies of each ISR for all tested students in the district. These are the same ISRs that are available electronically in the reporting system, just in hard copy and color format for easy distribution to parents. ISRs are packaged by school and shipped to the district. Each school package is sorted by grade level and then alphabetically by student for each content area. Orders must be placed in the Portal within the established ordering window. See section 3.1 for ordering timelines.

The ordering page can be accessed in the Portal under My Applications > Materials > Enrollments. ISRs will be delivered to districts three weeks after ISRs and student data become available in the Portal. Contact the MAP Service Line at 1-800-544-9868 if you have any questions about ordering printed ISRs.

Student Report Labels

To access the Student Report Labels, click on View Reports. Select a site to view and the administration. Click on the grade level you want to view. You can download or print the Student Report Labels once open. At no cost, districts may also order printed Student Report Labels during the same ordering window. Orders must be placed in the Portal, using the same process as ordering printed ISRs. The labels will be provided at the same time as printed ISRs.

10.0 Test Delivery System

DRC INSIGHT is the secure testing interface installed on each testing device. This software communicates with the DRC server to provide online tools training and test questions to the test taker and to send responses to DRC, which stores them securely.

10.1 System Overview

When a testing device is successfully registered with DRC INSIGHT, the main testing page appears, as shown below. The image below shows the page that appears when you start DRC INSIGHT. This page contains links to tests, tutorials, and Online Tools Training (OTT).

Users can access the OTT (see section 7.2) and Tutorials by selecting the INSIGHT Training option.

Users can access the Practice Forms, Testlets, and Summative assessments by selecting either MAP Grade-Level or MAP End-of-Course. Once selected, it will take you to the test sign in options page.

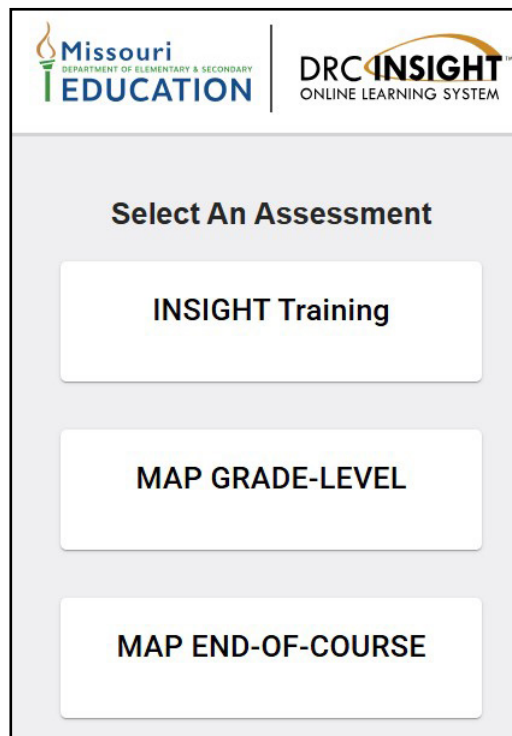


Figure 10.1

10.2 Getting Students Logged In

Before Test Administrators begin the test, they must make sure to have all their student login tickets for the content and session being administered.

Once DRC INSIGHT has been launched, students will select the appropriate assessment. Students will enter their username and password located on the student test ticket. Usernames and passwords are not case sensitive.

10.3 Pausing

During the test administration, if a student needs to leave the testing room for a short break (e.g., restroom break, office visit) the student should click on the **Pause** button. A countdown appears on the screen notifying the student of the time left before the system automatically exits the test. If the test is not resumed within 20 minutes, the student is exited from the test automatically. The student then must sign back in to the test to finish.

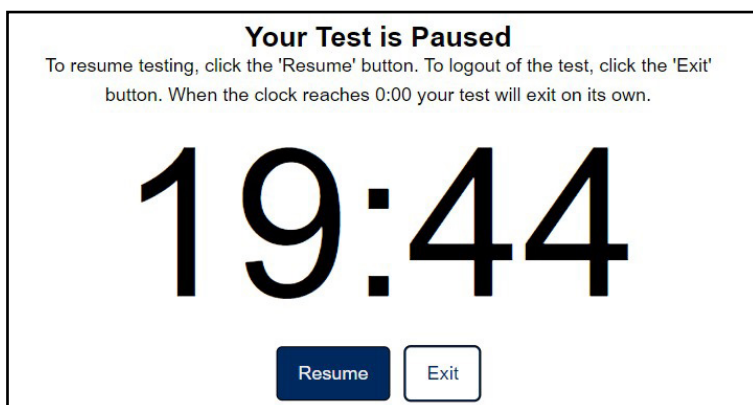


Figure 10.2

10.4 Moving Students

To move a student to a different device, the student must first be logged out of the test on the current device. To log out of the test, the student will need to select **Pause, Exit, then Yes, Exit**. Once this has been done, the student can close DRC INSIGHT on the current device and move to a different device set up for DRC INSIGHT testing and log back into DRC INSIGHT using the same username and password. The screen the student will see is the same screen that is presented in 10.3 Pausing.

10.5 Unlocking Tests

A test will become locked when the student ends a test by selecting **Review or End Test, End Test, Submit**. If the student accidentally ends the test instead of the **Pause, Exit, Yes, Exit** to pause the test, the student's test will become locked. The student's test will need to be unlocked before the student can continue testing.

DTCs have the permission to unlock test tickets. Click the View Registrations tab from the Registration menu in the Portal. Click on the Registration Name for which you want to unlock tests. Click the vertical ellipsis (three dots) in the Action column and click Unlock for each participant.

10.6 Test Submission

After all testing for a grade level/content area is completed, the DTC/STC should review the Testing Status for each student in Portal and communicate with Test Examiners to resolve any tests that appear as "In Progress."

10.7 Transcribed Tests

After testing, student responses for Large Print, Braille, and Paper Based editions **must** be transcribed into the DRC INSIGHT testing software before the district's test window closes. It is recommended that transcription occur as soon after testing as possible. To transcribe responses log in to DRC INSIGHT using the student's Test Ticket. Follow these steps to transcribe student answers:

1. In Portal Participant Management, ensure that the student has been assigned the appropriate accommodation:
 - a. Paper Based Assessment
 - b. Paper Based Braille
 - c. Paper Based Large Print
2. In Portal Registration, assign the student to a test session and print their Test Ticket. Retain the Test Ticket rather than distributing it to the student.
3. After the student has completed the test on paper, use a device that has the DRC INSIGHT client software installed and use the student's Test Ticket to log in to the student's test.
4. For security reasons, DESE recommends a second trained staff member be present to verify all transcriptions.
5. Begin transcribing student responses. Once you have finished, select End Test and Submit. The Test Examiner should then return all printed test materials to the STC.

Transcribe the student's responses as faithfully and as completely as possible using the following guidelines:

- Do not transcribe erased or crossed out words or marks.
- If a student's response consists of incomprehensible squiggles, marks, etc., which clearly are not words or word fragments, then leave the item blank.
- If a student's response is wholly or partly illegible, enter "ILLEGIBLE" for the entire response or for the part where applicable.
- If part of a student's response cannot be entered into DRC INSIGHT, then leave that part blank.
- If no part of a student's response can be entered, then leave the entire item blank.
- Additional clarifying notes may be entered as needed if the item type allows text entry.

10.8 Common Technology Issues

Loss of Internet Connectivity

Student responses are sent to DRC servers frequently, including after each question is answered. If Internet connectivity is lost during testing the student is unable to continue testing until Internet connectivity is regained. When a student's computer/device loses Internet connectivity during testing, DRC INSIGHT has a pop-up error message that will appear on the student's device/computer. This error message is labeled Network Connectivity Issues, which indicates a loss of internet connection. This error message can indicate other possible issues but is almost always linked to internet connection or configuration issues.

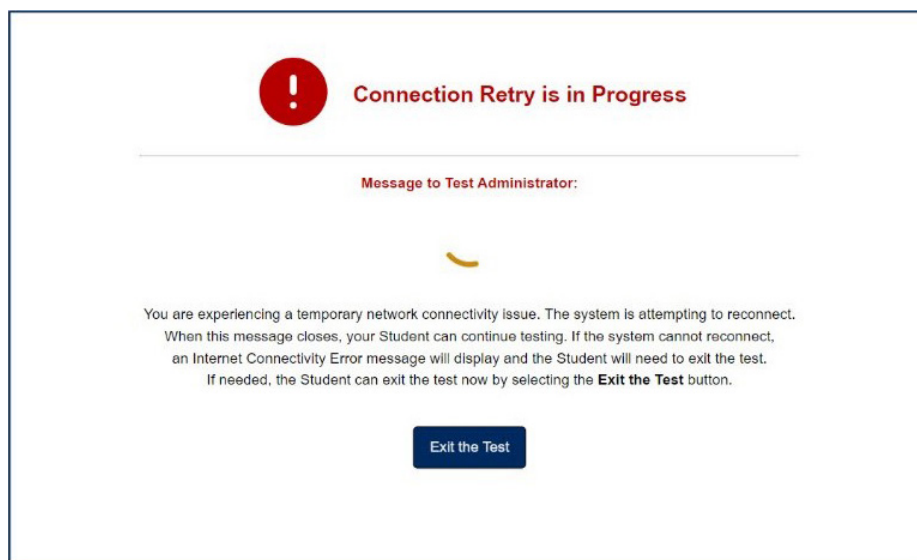


Figure 10.3

There is also the System Readiness Check (a link in the top right corner of the DRC INSIGHT home page) that checks several parameters including internet connection. Users are encouraged to check this after the application set up is completed for verification.

If internet connectivity is lost, make sure that appropriate technology personnel are notified prior to contacting the MAP Service Line.

Inactivity

After 20 minutes of inactivity, either with mouse movement or use of keyboard, the DRC INSIGHT application will automatically exit the test. All answers will be saved and the student will be required to sign back in to the test to finish.

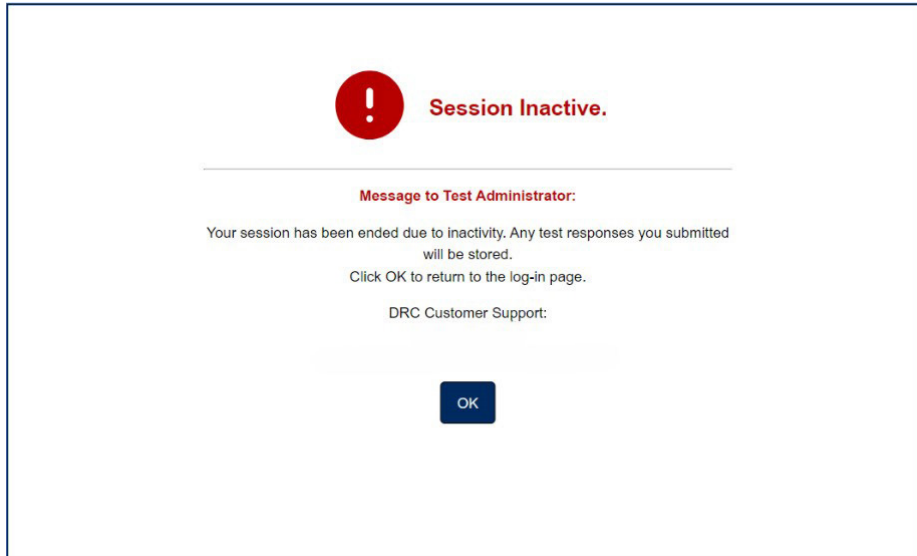


Figure 10.4

11.0 Special Circumstances

If a student moves into or out of the district, or from building to building within the district, after students have been loaded into the Portal, keep documentation regarding the student's move and make the changes listed in the table below. Any changes to student demographic information made in the Portal **MUST** also be made in a district's local student information system and in MOSIS.

Please contact the DRC dedicated MAP Service Line at 1-800-544-9868 if there are any questions regarding moving a student within a school or district.

11.1 Student/Participant Transfers

New this year, the Portal allows DTCs to transfer students both within a district and to different districts. To move a student, the Receiving District must first make a transfer request. The Original/Sending District must approve the transfer request for the transfer to be completed. For further details on the transfer process, click on the Question Mark (?) to view transfer scenarios instructions. Once the student has been transferred, the actions in the table 11.1 can be followed.

Students Who Move Before or During the MAP Grade-Level Assessment Administration

<i>If . . .</i>	<i>then . . .</i>
a student, who has not started testing, moves into the district before the district has finished testing	Assign the new student to the appropriate registration(s).
a student moves into the district after the district is finished testing but before the end of the state window	The district has the choice of testing this student. If the district chooses to test the student, assign the student to the appropriate registration(s).
a student moves into the district and has already taken all of one content area but not the other(s)	Assign the student to the appropriate registration(s). The student should only be assigned to the content area(s) they did not test at the previous district.
a student moves into the district and has taken at least one session of a content area but did not finish the content area prior to moving	The district has the choice of testing this student. If the district chooses to test, assign the student to the appropriate registration(s). The student should retake the content area tested at the previous district – this may result in the student taking the same session(s) in more than one district.
a student moves from one building to another building within the same district prior to testing	The DTC must move the student to a different registration before the student begins testing so that the student's scores are reported to the correct building.

<i>If . . .</i>	<i>then . . .</i>
a student moves from one building to another building within the same district after the student has begun testing	The DTC should put the student in a new registration for the content areas they will test at their new school. NOTE: It is recommended that students complete all sessions for a content area at the same school, if possible.
a student moves out of the district prior to the district test administration window	Remove the student from any registration in the Portal. Do not log into the test and do not mark any status code(s) for the student. NOTE: The DTC should approve a transfer request in the Portal should a new district request the student.
a student was accidentally included in the district precode file	Remove the student from any registration in the Portal. Do not log into the test and do not mark any status code(s) for the student.

Table 11.1

11.2 Contaminated Materials

Test materials are considered **contaminated** due to: a) a student health issue that affects the test book itself (blood, fluids, etc.) or b) contact with any potentially hazardous material.

If test materials are contaminated, the Test Examiner should notify the School Test Coordinator for instructions for handling the contaminated materials since **all** printed testing material must be accounted for. The DTC, STC, or TE is responsible for transcribing the answers into the online system, and then the contaminated test materials must be securely destroyed at the test site by the DTC or STC. The DTC or STC should fill out the Missing Materials section of the Accountability Form to account for the contaminated test materials located under the Materials section of the Portal.

11.3 Resets

A test may be reset for two reasons—a student logged in as another student and took part of a content area **or** a student was not provided an accommodation prescribed in their IEP.

To reset a test, the DTC must contact the DRC MAP Service Line at 800-544-9868.

11.4 Test Invalidation

A MAP Grade-Level Assessment should be invalidated only if a student is discovered cheating. Neither a student's behavior during testing nor the judgment of a student's effort during testing can invalidate a student's test.

Cheating is the only time the "Teacher Invalidation" code is used. If a district chooses to use the "Teacher Invalidation" code, the test examiner and the STC must agree that the student cheated. The STC should then notify the DTC. This code invalidates all sessions of the content area.

Do not mark the "Teacher Invalidation" box for use of accommodations that result in the student receiving the lowest obtainable scale score.

To indicate student cheating, select the "Teacher Invalidation" box for the affected content area in the Portal. (See section 9.8 for instructions.)

If a district invalidates a test, they must also submit a letter to DESE Accountability Data. Go to <https://dese.mo.gov/quality-schools/accountability-data> for complete instructions on submission of an invalidation letter.

11.5 How to Handle Student Absences

If a student is absent for any or all of the MAP Grade-Level Assessments and unable to test in district-determined make-up sessions, then mark the student as absent in the Portal. See section 9.8 for instructions.

12.0 After Testing

12.1 Arrange for the Return Shipment of Test Materials to DRC

DTCs should use DRC boxes if available or use any sturdy box to return all Paper Based test books and all materials found in the Large Print and Braille kits via UPS. Braille and Large Print Assessments are shipped to the district in a kit that includes boxes and labels necessary for returning testing materials. Paper Based test books may be returned in the same shipping boxes with Braille and Large Print kits.

If the district downloaded Paper Based test books, but did not order any Braille or Large Print test books, the DTC must order return shipping labels via Additional Materials in the Portal. DRC is responsible for all return shipping costs for the Large Print, Braille, and Paper Based test books; however, the DTC must make shipping arrangements at least 24 hours in advance of package pickup. Detailed information about the Additional Materials process can be found in the *Portal User Guide*.

12.2 Package and Ship Testing Materials

Make sure that all Large Print, Braille, and Paper Based testing materials, including all materials found in the Large Print and Braille kits, are received from each Test Examiner in the school and each school in the district. Materials should be inventoried prior to shipping them to DRC.

Follow these guidelines for packaging and shipping testing materials:

1. Obtain Boxes

If available, reuse the boxes in which the Large Print and Braille testing materials arrived or any sturdy box. The DTC can order DRC boxes via Additional Materials in the Portal if needed.

Prior to packing test materials, securely tape the bottom of each box to prevent breakage. Use three pieces of packing tape and overlap the tape. Make sure it wraps around the sides at least 2 inches.

2. Package Materials

Place the following materials in boxes in the order specified below, with the first items listed on the top in Box 1.

- Paper Based test books (staple, paper clip, or band pages together to ensure loose pages are not lost)
- Braille test books
- Large Print test books
- Braille Test Administrator notes
- Test Administration scripts
- All other materials from Braille/Large Print kits

Do **not** return the following to DRC:

- *Test Coordinator's Manuals* or *Test Examiner's Manual*
- scratch, grid, and/or graph paper used for the English Language Arts, Mathematics, and Science Assessments (must be **securely** destroyed by district)
- contaminated test materials (must be **securely** destroyed by district; see section 11.2 under Contaminated Materials in this manual)
- unused return shipping labels (destroy at district level)

3. Affix Shipping Labels

- Affix the white non-scorable shipping labels to the boxes. White labels should be placed on the top of the box on one of the flaps.
- Affix the UPS label to the boxes. UPS labels should be placed on the top of the box on the other flap.

Return shipping labels are scannable and cannot be photocopied. If more return shipping labels are needed, the DTC can order these via Additional Materials in the Portal or use one of the blank District return shipping labels that were provided in the DTC's Package. Fill out the School information on the label to ensure correct processing.

4. Add Packing Material

To avoid damage caused when materials shift during transit, add sufficient packing material to fill all voids and hold documents firmly in place. We strongly recommend using crumpled, recycled paper for this purpose. Do **not** use foam packing "peanuts" or "popcorn."

5. Seal Boxes

Seal each box securely by overlapping three pieces of packing tape over the top and making sure it wraps around the sides at least 2 inches. This will prevent damage to the boxes and subsequent loss of test materials.

6. Schedule Testing Material Pickup

The DTC will return MAP Grade-Level Assessment testing materials via UPS. Contact UPS no later than May 18, 2026, to schedule your pickup date. Please allow 1–3 days for pickup of your test materials. All materials must be picked up no later than May 22, 2026.

Test materials must be returned via UPS in order to ensure secure tracking of materials.

Materials must be returned in a single shipment unless prior arrangements are made with DRC.

Instructions for scheduling the pickup of MAP Grade-Level Assessment testing materials:

- Ensure that each box has a white return shipping label and a UPS-RS label affixed.

- b. Keep all boxes for a school together and store the materials in a secure place until UPS arrives.
- c. If you do not have a daily scheduled pickup, call UPS at 1-866-857-1501. Tell UPS that you would like to schedule a pickup and that you have return service labels. Give the service representative the tracking number on one UPS return service label. This will let UPS know that DRC will be paying all return charges. Also, tell the service representative what day and time your packages will be ready.

NOTE: There is a tear-off portion of the UPS-RS label. You can retain the bottom portion of the label for your records, as it will contain the tracking number for the package.

- d. For answers to any questions regarding the return procedures described in this manual, call the DRC dedicated MAP Service Line at 1-800-544-9868.

Appendix A: Frequently Asked Questions (FAQ)

Q: Can students use white boards to write notes?

A: While the use of white boards is allowed, it is preferred that students use paper/pencil to write notes. The use of dry erase boards provides a better chance for students to see each other's writing.

Q: Can we play music during testing?

A: DESE has no rule opposing this, however, it should not be done during the listening section or if students are using text-to-speech and music must not be played on a personal device.

Q: Can students read books after testing?

A: This is a district decision.

Q: What do I do with a student in the system that will not be testing?

A: Remove them from any testing sessions they may be in. As long as the student is not part of any testing session and no one ever logs in, no record is created.

Q: What is the cost for each student?

A: The district cost is \$1.80 per student.

Q: What are the qualifications to be a Test Examiner?

A: The examiner must be a district employee or long-term sub on a district contract. At a minimum, they must meet the qualifications of a paraprofessional.

Q: Can student teachers act as Test Examiners?

A: No. While student teachers can observe testing, they may not operate as a Test Examiner.

Q: Can you take the sessions out of order?

A: Yes, school districts have the freedom to arrange the testing sessions in any order they choose. The testing sessions are independent and do not reference each other.

Q: Are the practice tests available in Paper Based format?

A: Yes, paper based versions of the practice tests are available. See section 7.4 of this manual for more information.

Q: Besides practice forms, what other tools are there to help prepare students?

A: DRC provides Online Tools Training (OTTs) and Test Tutorials.

- OTTs give users the ability to use the tools available in the DRC INSIGHT testing platform on a variety of item types. OTTs can be accessed at <https://portal.te.drctdirect.com/MO>
- Test Tutorials allow users to watch recorded videos that demonstrate the features of DRC INSIGHT and the tools that will be used for the operational assessments. Test Tutorials can be accessed at <https://portal.te.drctdirect.com/MO>.

Appendix B: Mathematics Reference Sheets

B.1 Mathematics Reference Sheet Grades 3–5

Standard Units	Metric Units
Conversions – Length	
1 yard (yd) = 3 feet (ft) = 36 inches (in)	1 centimeter (cm) = 10 millimeters (mm)
1 mile (mi) = 1,760 yards (yd) = 5,280 feet (ft)	1 meter (m) = 100 centimeters (cm)
	1 kilometer (km) = 1,000 meters (m)
Conversions – Volume	
1 cup (c) = 8 fluid ounces (fl oz)	1 liter (l) = 1,000 milliliters (ml)
1 pint (pt) = 2 cups (c)	1 liter (l) = 1,000 cubic centimeters (cc)
1 quart (qt) = 2 pints (pt)	
1 gallon (gal) = 4 quarts (qt)	
Conversions – Weight/Mass	
1 pound (lb) = 16 ounces (oz)	1 gram (g) = 1,000 milligrams (mg)
1 ton = 2,000 pounds (lb)	1 kilogram (kg) = 1,000 grams (g)
Conversions – Time	
1 minute (min) = 60 seconds (sec)	
1 hour (hr) = 60 minutes (min)	
1 day = 24 hours (hr)	

Grade Level(s)	Figure	Formula
Area		
3, 4, 5	Rectangle	$A = l \times w$
3, 4, 5	Square	$A = s \times s$
Volume		
5	Rectangular Prism	$V = B \times h$
Note: The volume V of all prisms is $V = B \times h$ where B is the area of the base and h is the height of the prism.		

B.2 Mathematics Reference Sheet Grades 6–8

Standard Units	Metric Units
Conversions – Length	
1 yard (yd) = 3 feet (ft) = 36 inches (in)	1 centimeter (cm) = 10 millimeters (mm)
1 mile (mi) = 1,760 yards (yd) = 5,280 feet (ft)	1 meter (m) = 100 centimeters (cm)
	1 kilometer (km) = 1,000 meters (m)
Conversions – Volume	
1 cup (c) = 8 fluid ounces (fl oz)	1 liter (l) = 1,000 milliliters (ml)
1 pint (pt) = 2 cups (c)	1 liter (l) = 1,000 cubic centimeters (cc)
1 quart (qt) = 2 pints (pt)	
1 gallon (gal) = 4 quarts (qt)	
Conversions – Weight/Mass	
1 pound (lb) = 16 ounces (oz)	1 gram (g) = 1,000 milligrams (mg)
1 ton = 2,000 pounds (lb)	1 kilogram (kg) = 1,000 grams (g)

Grade Level(s)	Figure	Formula
Area		
6, 7, 8	Triangle	$A = \frac{1}{2}bh$
6, 7, 8	Rectangle	$A = lw$
6, 7, 8	Parallelogram	$A = bh$
6, 7, 8	Square	$A = s^2$
7, 8	Circle	$A = \pi r^2$
7, 8	Trapezoid	$A = \frac{1}{2}h(b_1 + b_2)$
Volume		
6, 7, 8	Prism and Cylinder	$V = Bh$
Note: The volume V of all prisms and cylinders is $V = Bh$ where B is the area of the base and h is the height of the prism or cylinder.		
7, 8	Cone and Pyramid	$V = \frac{1}{3}Bh$
Note: The volume V of all cones and pyramids is $V = \frac{1}{3}Bh$ where B is the area of the base and h is the height of the cone or pyramid.		
8	Sphere	$V = \frac{4}{3}\pi r^3$
Additional Formulas		
7, 8	Circumference of Circle	$C = \pi d$
8	Pythagorean Theorem	$c^2 = a^2 + b^2$
8	Slope-Intercept Form	$y = mx + b$
8	Standard Form	$Ax + By = C$

Periodic Table of the Elements

KEY																	
79		Atomic Number		Au		Symbol		Gold		Atomic Name		Average atomic mass					
196.97																	

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IA	IIA	VIIIA															
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Appendix D: Writer's Checklists

Narrative Writer's Checklist for Grades 3–8:

- My narrative has an effective beginning, middle, and end.
- My narrative flows smoothly from one idea to another using a variety of transitional strategies.
- My narrative develops plot, character(s), and setting.
- My narrative includes specific and relevant details, reasons, and/or examples.
- My narrative uses precise and vivid language.
- My narrative contains sentences that are clear and varied in structure.
- My narrative includes correct grammar, usage, punctuation, capitalization, and spelling.
- My narrative uses material from the source(s).

Informational/Explanatory Writer's Checklist for Grades 3–8:

- My essay has an effective beginning, middle, and end.
- My essay flows smoothly from one idea to another using a variety of transitional strategies.
- My essay contains a strong controlling or main idea that stays on topic.
- My essay includes specific and relevant details, reasons, and/or examples.
- My essay uses precise and vivid language.
- My essay contains sentences that are clear and varied in structure.
- My essay includes correct grammar, usage, punctuation, capitalization, and spelling.
- My essay uses material from the source(s).

Argumentative Writer's Checklist for Grades 7/8:

- My argument has an effective beginning, middle, and end.
- My argument flows smoothly from one idea to another using a variety of transitional strategies.
- My argument contains a clear claim and addresses a counterclaim.
- My argument includes specific and relevant details, reasons, and/or examples.
- My argument uses precise and vivid language.
- My argument contains sentences that are clear and varied in structure.
- My argument includes correct grammar, usage, punctuation, capitalization, and spelling.
- My argument uses material from the source(s).

Argumentative Writer's Checklist for Grade 6:

- My argument has an effective beginning, middle, and end.
- My argument flows smoothly from one idea to another using a variety of transitional strategies.
- My argument contains a clear claim.
- My argument includes specific and relevant details, reasons, and/or examples.
- My argument uses precise and vivid language.
- My argument contains sentences that are clear and varied in structure.
- My argument includes correct grammar, usage, punctuation, capitalization, and spelling.
- My argument uses material from the source(s).

Opinion Essay Writer's Checklist for Grades 3–5:

- My essay has an effective beginning, middle, and end.
- My essay flows smoothly from one idea to another using a variety of transitional strategies.
- My essay contains a strong controlling or main idea that stays on topic.
- My essay includes specific and relevant details, reasons, and/or examples.
- My essay uses precise and vivid language.
- My essay contains sentences that are clear and varied in structure.
- My essay includes correct grammar, usage, punctuation, capitalization, and spelling.
- My essay uses material from the source(s).

Appendix E: Sample Student Tools/Accommodations Tracking Form

Student Name: _____

Grade/Content: _____

Test Examiner: _____

Approved By: _____

Date: _____

Universal Tools – Automatic These tools are available by default and do not need to be marked.	☐ Break (Pause)	☐ Masking – Online (GLA)
	☐ Calculator (Gr. 6–8, EOC)	☐ Protractor
	☐ Color Contrast – Online (GLA)	☐ Read Aloud Test To Self
	☐ English Dictionary	☐ Reference Sheet
	☐ Grammar Handbook	☐ Ruler
	☐ Graphing Tool	☐ Scratch Paper (Sticky Notes)
	☐ Highlighter	☐ Strikethrough
	☐ Line Guide/Line Reader	☐ Thesaurus
	☐ Magnification	☐ Writing Tools
	☐ Mark For Review	

Universal Tools – To Be Marked These tools need to be marked 48 hours prior to testing in order to use them.	☐ Bilingual Dictionary	☐ Non-Accomm. Paper Based
	☐ Color Contrast – Online (EOC)	☐ *Read Aloud – Asst. Tech
	☐ Color Contrast – Paper	☐ *Read Aloud – Human Reader
	☐ Color Overlay	☐ *Read Aloud – Native Language
	☐ Magnification – Asst. Tech	☐ *Read Aloud – Text-To-Speech
	☐ Masking – Online (EOC)	☐ Scribe
	☐ Masking – Paper	☐ Separate Setting
		☐ Translation

Accommodations Accommodations need to be marked 48 hours prior to testing in order to use them.	☐ Abacus	☐ **Read Aloud – Asst. Tech
	☐ Alternate Response Options	☐ **Read Aloud – Human Reader
	☐ Braille	☐ **Read Aloud – Native Language
	☐ Calculator (Gr. 3–5)	☐ **Read Aloud – Text-To-Speech
	☐ Closed Captioning	☐ Sign Language
	☐ Large Print	☐ Specialized Calculator
	☐ Multiplication Table (Math)	☐ Speech-To-Text – Asst. Tech
	☐ Paper Based Assessment	

*Without ELA Reading Passages

**With ELA Reading Passages

Assessment Schedule

[illegible]

Appendix G: Quality Assurance Form



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS — ASSESSMENT

QUALITY ASSURANCE – MAP GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS 2025-2026 ACADEMIC YEAR

INSTRUCTIONS

This form is used for district self-monitoring purposes for the Missouri Assessment Program (MAP) Grade-Level and End-of-Course (EOC) assessments.

The District Test Coordinator (DTC) completes this form during the 2025-2026 administration. All questions on the form should be completed. Each question asked as part of the quality assurance (QA) process has a set of possible follow-up questions. These follow-up questions are designed to help generate answers to the main question. It is not required to address every possible follow-up question.

Additionally, the DTC should participate in **two** classroom observations: one for the MAP Grade-Level and one for EOC (or two MAP Grade-Level if your district does not give EOC assessments). **Note that if the visit is for EOC, the visit must be for Algebra I, Biology, or English II.**

After the QA process is complete, the District Test Coordinator (Self-Monitoring) will submit their answers electronically at <https://dese.mo.gov/assessment/qa/assessment-quality-assurance-grade-level-and-eoc-assessments>. Forms must be submitted electronically by **June 26, 2026**.

Important: If you have questions or need to report testing irregularities or concerns, please contact the Assessment section at 573-751-3545 or assessment@dese.mo.gov.

ABOUT THE VISIT

DESE uses this document as a tool to monitor and strengthen statewide administration of the Missouri Assessment Program as part of the monitoring process required by the “Every Student Succeeds Act (ESSA).” The questions are designed to help districts examine important areas of assessment training, administration, and test security.

If you or a member of your immediate family ever served in the U.S. Armed Forces, [click here](#) for more information about military-related services in Missouri or visit www.dese.mo.gov/veterans-services.

DISTRICT INFORMATION

NAME OF PERSON FILLING OUT THIS FORM

DATE OF VISIT

Assessment

SCHOOL DISTRICT NAME

SCHOOL DISTRICT CODE (SIX DIGITS)

SCHOOL BUILDING CODE (FOUR DIGITS)

DISTRICT TEST COORDINATOR (DTC)

Test Examiner

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov

QUALITY ASSURANCE — MAP ASSESSMENTS

ITEM	QUESTION	NOTES		
1	TRAINING - How were staff trained for the MAP assessment? - Who ensured staff were trained?			
	CHECKLIST	YES	NO	NOTES
	The test coordinator reviews the manuals and creates training for the district.			
	Did teachers take the required training before the spring window?			
	Did anyone take required training, in addition to the teachers?			
	Did teachers review the manuals prior to testing?			

QUALITY ASSURANCE — MAP ASSESSMENTS				
ITEM	QUESTION	NOTES		
2	TEST SECURITY - What is included in the district test security plan? - What preventative measures does the district take to curb cheating within the testing room? - District has policy for interrupted testing.			
	CHECKLIST	YES	NO	NOTES
	Scratch, grid, and graph paper is securely destroyed after the student finished each testing session.			
	Does district policy support State Statute 162.207 , regarding a student's possession or use of an electronic personal communications device?			

QUALITY ASSURANCE — MAP ASSESSMENTS				
ITEM	QUESTION	NOTES		
3	SCHEDULING • Explain how the district assessment schedule is determined. • When is the schedule planned? • Who is involved in planning the schedule? • How does the schedule address the needs of students in an alternative setting (juvenile facility, hospital, homebound, etc.)? • Plans for makeup testing?			
	CHECKLIST	YES	NO	NOTES
	Does the number of devices or available room space play a role in determining the schedule?			
	Was the schedule made to avoid testing students outside of the regular school day?			
	Were procedures in place for dealing with interrupted testing sessions (technology issues, power outage, fire alarm, etc.)?			

QUALITY ASSURANCE — MAP ASSESSMENTS				
ITEM	QUESTION	NOTES		
4	PARENTS/GUARDIANS - What information was communicated to parents and guardians about the state assessment? - How was information about state assessments distributed? (Letter, email, text, website, etc.)			
	CHECKLIST	YES	NO	NOTES
	Did the district communicate testing schedules to parents or guardians before the testing window opened?			
	School district has a written policy on student participation in statewide assessments to support State Statute 160.570 .			
	Did the district provide parents and guardians the Individual Student Reports, or notification of how and when they will receive the reports within 15 days of the district receiving them?			

QUALITY ASSURANCE — MAP ASSESSMENTS				
ITEM	QUESTION	NOTES		
5	TECHNOLOGY What was the communication plan for test examiners if technical issues occurred during testing?			
	CHECKLIST	YES	NO	NOTES
	Did the district IT staff review technology guides?			
	Were there technical issues getting hardware or software ready for the assessment?			
	Did district IT staff prepare all needed hardware and install software prior to the start of the testing window?			
	Was district IT staff readily available to help with technical issues during testing?			
	Does the district require students/staff to stop accessing the network to limit bandwidth usage during testing?			

QUALITY ASSURANCE — MAP ASSESSMENTS				
ITEM	QUESTION	NOTES		
6	STUDENT TEST PREPARATION - What resources does the district use to help prepare students for testing (i.e., district curriculum, data from previous testing, district assessments, interim/benchmark assessments, materials, etc.)? - Resources you found useful? - Resources you found not useful?			
	CHECKLIST	YES	NO	NOTES
	The district uses interim/benchmark assessments as part of test preparation.			
	Students are given the opportunity to interact with sample items/online tools training.			
	Students are given the opportunity to take the practice test.			

QUALITY ASSURANCE — MAP ASSESSMENTS				
ITEM	QUESTION	NOTES		
7	PHYSICAL TEST MATERIALS/ Test Tickets - Explain the district's process for distributing, tracking, and accounting for physical test materials including test books, listening scripts, test tickets, etc. - Who has access to the secure areas where physical testing materials are kept? - What steps are taken if test materials are lost? - Who is responsible for transcribing student answers into the system? - Who prints student test tickets? Are tickets printed at the district level or the school level?			
	CHECKLIST	YES	NO	NOTES
	Were tickets and test information pages destroyed after testing was completed?			
	Physical test materials are signed out by Test Examiners and signed back in after testing.			
	Test Examiners verify that the test ticket belongs to the student prior to distribution.			
	Test tickets are securely destroyed after the student completes the session.			

QUALITY ASSURANCE — MAP ASSESSMENTS				
ITEM	QUESTION	NOTES		
8	Tools and Accommodations - What process does the district IEP team use to determine which accommodations are appropriate for student use on state testing? - How are student accommodations documented? - Does the district train test examiners on the use of accommodations during testing? - Do the IEP teams use the Universal Tools and Accommodations full descriptions (as found in the tools/accommodations section of the manual) or just a list of available accommodations (such as form D)?			
	CHECKLIST	YES	NO	NOTES
	The IEP ensures that accommodations used on the assessment are also used during everyday instruction in the classroom?			
	Test examiners are informed of student accommodations prior to testing.			
	Test examiners have reviewed manuals to determine which tools and accommodations are allowed based on grade/ content/session?			

QUALITY ASSURANCE — MAP ASSESSMENTS

ITEM	QUESTION	NOTES
9	SCORE REPORTS • Explain the district’s process for ordering or printing student score reports. • Explain the district’s process for distributing student score reports. • Who is involved in this process?	

QUALITY ASSURANCE — MAP ASSESSMENTS				
ITEM	QUESTION	NOTES		
10	CLASSROOM OBSERVATION - What is the ratio of students to examiner/proctor? - What preventative measures are taken to curb cheating within the testing room (students spread apart, dividers, etc.)? - If applicable, what is the process for the examiner to get accommodated testing materials (Paper Based, Braille, or Large Print)?			
	CHECKLIST	YES	NO	NOTES
	If needed, were test materials used to accommodate for vision disabilities (paper based, Braille, or large print)?			
	Was the room quiet and appropriate for testing?			
	Was the room free from content or process aides?			
	Did the teacher view the test information page prior to testing?			
	Did the teacher follow the script from the manual?			
	Did students have all appropriate physical materials?			
	Did students have access to inappropriate items (cell phones, video games, etc.)?			
	Was the test examiner engaged during testing?			

Appendix H: DRC INSIGHT Keyboard Shortcuts and Icons

Keyboard shortcuts are available for navigating through the DRC INSIGHT testing system and answering multiple-choice questions. Shortcuts cannot be used to manipulate Technology Enhanced questions, nor can they be used to manipulate additional tools that may be available, such as the line guide or the calculator. These shortcuts are not intended to be a testing accommodation. **Please NOTE: The following keyboard shortcuts are only meant to support desktop platforms (Windows/Mac) – they do not address other devices and/or models students may be using.**

Keyboard Shortcut	Function
Tab	Will move Red Box from one tool to another in forward order (from left to right). The Tab focus default on the tool bar applies to Multiple-Choice items only. CR Short/Extended-Input items will have the focus on the CR response area and to get to the pointer you need to click on the pointer tool. Once focus is on the toolbar, then the tabbing feature will work as it does for Multiple-Choice Items.
Shift + tab	Will move Red Box from one tool to another in reverse order (from right to left). The Tab focus default on the tool bar applies only to multiple-choice items. CR Short/Extended-Input items will have the focus on the CR response area and to get to the pointer you need to click on the pointer tool. Once focus is on the toolbar, then the tabbing feature will work as it does for Multiple-Choice Items.
Enter	Activates the tool that the tab box is around.
Esc	Will close the active pop-up tool. If user selects ESC while on the tool bar with no active tools, the tab box will move to the pointer.
ABCD, abcd	Selects an answer option on a multiple-choice question. Entering one of the letters fills or un-fills the letter bubble before each answer option. Both uppercase and lowercase letters can be used.
Alt (option) + X	Exits the system from each page that has an Exit button.
Ctrl (control ⌘) + {Left, Right, Up, Down arrows}	Will move the active pop-up tools around on the screen (does not include sticky notes).
Ctrl (control ⌘) + Minus (Numerical Row)	Rotates the active tool 1 degree.
Ctrl (control ⌘) + tab	Switches between multiple active pop-up tools on the screen.

Appendix H: DRC INSIGHT Keyboard Shortcuts and Icons, continued

Keyboard Shortcut	Function
Up/Down Arrows	Moves cursor up or down through the list of questions on the Test Progress/Review Page. It will also continue to move the cursor up or down the selection list of calculator choices, or formula sheet choices.
Enter	Selects the highlighted test question from the Review or End Test page. Selects Sign In button after Username and Password are entered. Selects Continue from the Student Verification page. Selects the Go To Page number within the quick navigation dropdown arrow.
Alt + Delete	Will clear the Calculator.
"_"	Will work as a shortcut key for subtraction on all Calculators.
"!"	Will work as a shortcut key for factorial on all Scientific/Graphing Calculators.
"("	Will work as a shortcut key for open parenthesis on Scientific/Graphing Calculators.
")"	Will work as a shortcut key for closed parenthesis on Scientific/Graphing Calculators.
"*"	Will work as a shortcut key for Multiply on all Calculators.
"/"	Will work as a shortcut key for Divide on all Calculators.
"@"	Will work as a shortcut key for Square on all Scientific/Graphing Calculators.
"+"	Will work as a shortcut key for Add on all Calculators.
"0-9"	Will work as shortcut keys for numeric entry on all Calculators.
Backspace	Will work as a shortcut key for Backspace on all Calculators.
Delete	Will work as a delete function on all Calculators (will not work on a Mac).
Enter	Will work as an Enter key on all Calculators (this will not work for the graphing tools).
^	Will work as a shortcut to take a number to a specific power on scientific/graphing Calculators.
Ctrl+plus/minus ('+' or '-')	Will work to rotate ruler/protractor one degree.
" ' " (apostrophe)	Will works as a Negate key on the Basic Calculator.

Appendix H: DRC INSIGHT Keyboard Shortcuts and Icons, continued

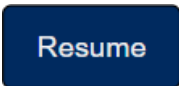
Keyboard Shortcut	Function
F7	Will activate the Audio “tracks” aka Starting point button when Audio is active (on a Mac use FUNC F7). In addition, ESC will also disable TTS starting points view, along with Enter or space Key if starting point is active.
F8	Will activate the Play/Pause button when Audio is active (on a Mac use FUNC F8).
F9	Will activate the Stop button when Audio is active (on a Mac use FUNC F9).
Alt (option) – A	Will activate the Audio Settings Pop-up.
Alt (option) – B	Will activate the Back Button, and move student back a question (for Non-CAT tests).
Alt (option) – N	Will activate the Next button, and move the student forward a question.
Alt (option) – O	Will activate the Options button, Color Chooser selection popup window will open, or close the color chooser pop up.
Alt (option) – R	Activates the Review or End Test button and moves the user to the Review page of the test.
Alt (option) – P	Activates the Pause button and pauses the test.
Alt (option) – F	Activates the flagged button and marks an item as flagged or removes a flag from an item.

Table H.1

Appendix H: DRC INSIGHT Keyboard Shortcuts and Icons, continued

Tool Icon	Tool Name	Tool Definition
	Pointer	The Pointer tool is the default tool that is active when you begin. It is used to select answers as well as other tools and features within the online assessment. The Pointer will change to a hand when moved over a multiple-choice answer bubble. Use it to select your answer. If another tool has been selected, you can return to the Pointer tool mode by clicking on the Pointer tool button. This button is at the far left of the tools row.
	Cross-Off	The Cross-Off tool is used to narrow down the possible answer choices by allowing you to mark answer choices you believe to be incorrect. This tool is only available for multiple-choice items.
	Highlighter	The Highlighter tool is used to highlight important information.
	Notepad	The Notepad allows you to place a short note almost anywhere within the window that contains a question, passage, or scenario. Use a note to mark a special part or to leave a reminder of some important information in that question, passage, or scenario.
	Magnifier	The Magnifier allows you to enlarge the entire screen. Other tools, including the Line Guide , Cross-Off , Highlighter , and Calculator , can be used when the Magnifier is turned on.
	Line Guide	The Line Guide tool provides a horizontal line that brings the focus to a single line of text. The Line Guide can be used to track a passage or an individual question.
	Masking	The Masking button allows you to block off parts of a test question.
	Measurement Tools	The Measurement Tools button allows you to access the ruler or protractor, which can be used to measure an object. The ruler can be moved around the screen and can also be rotated.
	References	The References button allows you to access the reference materials that are available for your test.
	Periodic Table of the Elements	The Periodic Table of Elements button allows you to access an interactive Periodic Table of Elements.

Appendix H: DRC INSIGHT Keyboard Shortcuts and Icons, continued

Tool Icon	Tool Name	Tool Definition
	Calculator	The Calculator tool may be used to assist with calculations necessary to answer questions on the exam. You will be given a Basic or Scientific calculator.
	Graphing Tool	The Graphing Tool is designed to graph functions when solved for the "Y" variable and has the ability to give the corresponding "Y" values for given "X" values.
	Next Button Back Button	The Next and Back buttons are used to navigate between questions on the test. They are also used to move between pages on multi-page questions. Click on the Next button to move forward to the next question or page. Click on the Back button to move backward to the previous question or page.
 	Pause and Resume	When the Pause button is clicked, the test will be temporarily stopped. The test cannot be paused for more than 20 minutes. A countdown timer will be displayed showing how much longer the test will be paused. At any time during the countdown, the test can be resumed by clicking on the Resume button.
	Exit	The Exit button appears on the Pause Page. Click on Exit to close the test. WARNING: If a student exits a test using this button, the test remains incomplete. The student must log in again to complete the test.
	Flag	Click on the Flag button to mark a test question for review at a later time. When you click on the Flag button, the color of the button will change to red to indicate the question is flagged. To unflag a test question, use the Pointer tool to click the button again.
	Review or End Test	The Review or End Test button allows you to see all of the test questions you have flagged for review. The Review Page also shows which questions have been answered and which have not.

Appendix H: DRC INSIGHT Keyboard Shortcuts and Icons, continued

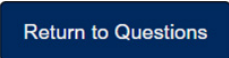
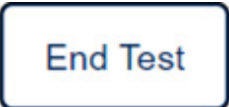
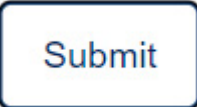
Tool Icon	Tool Name	Tool Definition
	Return to Questions	The Return to Questions button appears on the Review Page. Clicking Return to Questions will take the student back to the most recently visited question. The student can then review any questions, and proceed by clicking Review or End Test again.
	End Test	The End Test button appears on the Review Page. Clicking this button will provide a prompt for the student to confirm whether they would like to Return to Review or Submit .
	Submit	The Submit button appears on the window that prompts a student to Return to Review or Submit . Selecting the Submit button will end the exam.
	Return to Review	The Return to Review button appears on the window that prompts a student to Return to Review or Submit . Selecting the Return to Review button will take the student back to the Review Page.
	Go to Question	To quickly navigate to any question, passage, or scenario on the test, click on the down arrow next to the question number in the upper-left corner of the screen. A list of all available test questions and scenarios will appear. Click on the number of the test question, passage, or scenario you want to go to, and that question will appear on the screen. Click on the passage or scenario and you will be taken to the first question that appears with the passage or scenario.
	Options	The Options button will allow access to any testing options that are available on the test. This includes Color Preferences and Audio options.
	Help	The Help button has information to assist with how things work. Select any object that has a question mark to show Help for that object. Select anywhere else to exit help mode.

Table H.2

Review Page Key

Key Icon	Key Description
	Unanswered item
Blank	Answered item
	Flagged item
S	Scenario indicator for Science; example: (S1)
P	Passage indicator for ELA; example: (P1)

Table H.3



***Grade-Level Assessments
Test Coordinator's Manual***

